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ABSTRACT

This case description portrays the educational programs of the National Association of Bank Women designed to meet the special needs of women seeking advancement or career changes in the banking industry. After sketching several shorter programs, the case elaborates upon the collaborative Baccalaureate Degree Program in Management for Women, which is offered at Simmons College in Boston, Mundelein College in Illinois, and Pitzer College in California. This program combines liberal arts, management education, and special training in attitudes and skills less common for women than for men aspiring to executive positions. The program also concentrates college residential requirements in two-week, semi-annual institutes and allows bank women to obtain credits by means of transfer courses, prior work experiences, and independent study. With these credit vehicles and the cooperation of their banks, women can work full-time and still complete the degree in three years. (This case description also includes examples of students who are participating in the management degree program.) (LRA)

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Appendix D2

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THE COLLABORATIVE EDUCATIONAL PROGRAMS OF THE NATIONAL ASSOCIATION OF BANK WOMEN: MECHANISMS FOR CAREER CHANGE

by Kirk R. Thomas and L. Allen Parker

June 1978

This case description portrays the educational programs of the National Association of Bank Women (NABW) designed to meet the special needs of women seeking advancement or career changes in the banking industry. After sketching several shorter programs, the case elaborates upon the collaborative Baccalaureate Degree Program in Management for Women. This Program combines liberal arts, management education, and special training in attitudes and skills less common for women than for men aspiring to executive positions. The Program also concentrates college residential requirements in two-week, semi-annual institutes and allows bank women to obtain credits by means of transfer courses, prior work experiences, and independent study. With these credit vehicles and the cooperation of their banks, women can work full-time and still complete the degree in three years. In January 1976, a pilot Program was initiated by NABW and Simmons College in Boston, using some funding from Carnegie Corporation of New York. Similar collaborative efforts began with Mundelein College in Illinois a year later, and with Pitzer College in California this month.

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1.0 PURPOSE AND PHILOSOPHY

The Educational Foundation of the National Association of Bank Women (NABW) has initiated a number of seminars and educational programs for its members and banking personnel generally. Among these educational activities, much effort has been directed toward the development of a Baccalaureate Degree in Management Program for bank women who need a college degree and specialized management skills for promotion or making major career changes within the industry. This "Management Degree Program" was initiated at Simmons College in Boston two years ago, and similar programs are now being offered at Mundelein College in Chicago and Pitzer College in California. This case study gives brief sketches of all the NABW educational activities, and describes the Simmons program in detail since it serves as a model for cooperation between a college and a professional association.

1.1 The NABW

The National Association of Bank Women is a professional association for women who hold official or managerial titles in banks or banking institutions. NABW also has affiliate members who are male bankers or officers in state and national banking associations. The general objectives of the NABW are to facilitate:

-- more productive careers for women in banking;
-- greater contributions to the advancement of banking;
-- promotion of banking as a career for women; and
-- mutually beneficial interchange with banking organizations, government agencies, and other professional groups.

The Association offers a number of major services to its membership. Regular meetings are held in over 250 local groups, regional conferences are held annually in seven geographic areas, and a national convention is held annually. The Association also produces several publications including the NABW Journal, a Membership Directory and regional newsletters and reports. Additional publicity is implemented through a speakers bureau, occasional position statements, and the dissemination of information about banking

careers for women and about financial planning for career development and family life. For more intensive planning assistance to its members and other bankers, the NABW Educational Foundation offers a variety of seminars, workshops and training courses in leadership, motivation, life and career planning, and management issues in general (see Section 3.0). Finally, the Association has a variety of smaller benefits such as supplementary health insurance and ten to twenty academic scholarships.

1.2 The Management Degree Program

The specific purpose of the Management Degree Program is to provide an accredited program of undergraduate instruction which permits fully-employed women bank employees to earn a baccalaureate degree with a major in management. A collegiate degree is an increasingly necessary prerequisite to qualify for higher and more responsible managerial positions in the banking industry. Training in management concepts and skills also is an important factor in career advancement for banking executives. In addition, "most women need special educational experiences to enable them to function with full effectiveness as managers" (Progress Report 1976). The Program is designed to provide these skills and special experiences as well as a broader administrative perspective in order to expand beyond the "specialty" areas in which most women bankers work. Moreover, the Program attempts "to provide a balance between liberal arts and the management focus." Instead of competing with existing bank training programs, the Management Program utilizes them and other educational experiences to build the technical and skill segments of its curriculum. "Only NABW's program, however, combines principles of management process with a focus on the very important behavioral insights women bankers must learn in order to succeed" (Progress Report 1976). As a result, this Program provides a liberal arts credential, a more focused management education, and special attitudinal preparation for women. Any of these benefits was quite difficult for a fully-employed bank woman to obtain under the education and training arrangements existing before the NABW Program.

1.3 Career Change Rationale

The NABW Management Degree Program can be considered a vehicle for career change (as opposed to career development) because of the staffing

patterns in the banking industry and the special problems bank women encounter when they assume managerial roles. For the purpose of this case, bank personnel can be divided into two major career categories: bank officials who advance into high managerial positions and those who do not. Statistics show that women generally are among the latter:

> According to the American Bankers Association, women make up 62% of the work force in the 49 top banks but hold only 26% of the managerial posts, while men make up 38% of the work force and hold 74% of the managerial posts. And most women managers get locked into lower and middle management. (Business Week article)

Another set of statistics broke down the women managers into the following groups: 15% of the lowest level officers; 5% in middle management (e.g., assistant vice-presidents); and less than 1% are presidents or vice-presidents (Carnegie Quarterly). Whatever figures are used, women are substantially under-represented in bank management in proportion to their numbers in the overall workforce of the industry.

In addition to being under-represented in bank management, women with managerial responsibilities tend to be concentrated in those bank functions which are least prestigious within banks. The titles of internal functions vary from bank to bank, but include at least the following major kinds of activities: (1) over-the-counter teller and customer services, (2) back-office "line operations" such as manual check processing, (3) automated data processing systems, (4) personnel work, (5) finance and accounting, (6) consumer credit and loans, (7) handling trusts, and (8) commercial credit, such as loans to business firms. Men and women are found in support positions throughout all these functions, and both sexes take important line positions in the first four functions. However, until recently, women were seldom given line positions in the last three or "money-making" functions. Even when they do take line responsibilities for "money making," women are most likely to be given positions in consumer credit, which makes decisions about much smaller loans than commercial credit departments make. As a result, almost all women bank officials are found in the first functions, while by contrast "most top bank managers are men who come up through the money-making side of the bank . . . and have held a variety of management jobs within the bank" (Hennig and Jardim Report on NABW Membership).

The major reason for this discrepancy between men and women managers, according to NABW, used to be mainly sexual discrimination. Under the pressure of Affirmative Action, however, it has become evident that three other factors work against the promotion of women to high-level bank positions. These factors are the lack of: higher education credentials, general management skills, and appropriate attitudes towards advancement.

According to NABW Educational Director Bryant,

> Most women bank managers begin by working in the operations side of the bank, in data processing or personnel, for example . . . Through job experience, these women move up to assistant manager or even head operational departments, but they rarely make it to senior management because they lack educational background and general management expertise . . . (Business Week article)

By the early 1970s, a baccalaureate degree had become a credential generally required for promotion in the lower and middle management levels of banks. Since only 12% of the NABW membership (which consists entirely of bank officials, not tellers and clerks) possessed a BA degree in 1972, most NABW members were in a poor competitive position. Over half of their male bank officer peers had BA degrees. To make matters worse, most banks considered formal continuing education courses in advanced banking, business and management to be significant indicators of interest in advancement. Men bank officials were several times more likely to be taking such advanced courses than their women colleagues.

Managerial motivation and skills beyond educational credentials also are essential for upward job mobility and these present special problems for many women. Many women employees view their jobs as temporary fillers between school and child-rearing or as jobs subordinate to their spouse's work, ra her than as legitimate careers. Even when a woman is career-oriented, she often lacks important management skills which most men bring with them as entry level employees and continue to develop with peers and mentors within the corporate system. This difference between most young men and women is well-documented in The Managerial Woman by Margaret Hennig and Ann Jardim. In direct contrast to the background of young men, the socialization of women ". . . has not instilled high expectations for their careers or a good self-image in the job environment" (Progress Report 1976). Other comparative research revealed that,

> Women are more anxious than men over the prospect of success. The idea of success is more clearly supported in a man's early development.
>
> Put very simply, a woman's whole life leading up to the time she begins managing has been directed away from the very attributes she needs to be a successful manager. (Dr. Matina Horner in NABW's "Hot Questions, Cool Answers")

These skills and attributes are assertiveness, being part of a team, using support networks, delegating authority, taking the lead in decision-making, purposeful career planning and general self-confidence.

For most women advancement within a bank from support work or less critical line activity to more responsible managerial levels entails major shifts in education, skills and attitude. Consequenlty, a promotion which is "normal" career development for a man can be a major career change for most bank women. The NABW Management Degree Program is designed to provide both the education and the managerial attitudes and skills needed for such a major career change.

2.0 HISTORY OF NABW AND THE MANAGEMENT DEGREE PROGRAM

The National Association of Bank Women was founded by six New York bank women in 1921. The membership is strictly limited to bank officers and women in managerial positions even though all women bank employees are encouraged to participate in NABW's activities. This membership policy has been maintained in order to present NABW as an association of professional women concerned primarily with improving banking and their careers in the industry rather than with increasing their salaries. Since bankers have seen unionism as a potential threat to their industry, this policy is meant to differentiate the NABW from a collective bargaining, labor organization. The members of the Association are basically a conservative group as are their male counterparts. In the past, NABW members have tended to think of themselves as bankers first and women second. However, this emphasis is beginning to change due to a growing concern for women's career development opportunities.

For decades the primary function of the NABW was that of a small, professional contact network. In 1968 the Association numbered 8,000 members nationally and was administered by one staff person in New York City, whose main function was to produce periodic mailings. Upon her retirement in 1968, the management of NABW was contracted to Smith Bucklin and Associates, which manages a number of other small associations as well, in order to provide economies of scale in services such as accounting, publicity and general management. One of the Smith Bucklin partners, Executive Vice President Phyllis Haeger, became the Executive Director of NABW, managing its activities full-time. Haeger proceeded to invigorate the Association; by 1978, she was employing the services of 18 staff persons and had increased the Association's membership to approximately 20,000 women. She also supervised the publication of a computerized membership book and a dramatic upgrading in quality of the Association's bi-monthly publication, The NABW Journal.

In 1972 Haeger read about the work of Margaret Hennig, a professor of management at Simmons College, who is a leading spokesperson and researcher in the field of women in management. Haeger invited Hennig to the 1972 annual NABW Convention in Dallas in order to present a workshop about career management for women. Hennig expounded upon her favorite theme: that business women are underutilized in management both because of sex discrimination and because they have not learned the management attitudes and skills needed to

successfully compete with their male counterparts in business. Her presentation touched off heated debate both during and following the convention.

Challenged by the Hennig workshop, the governing board of the Association agreed to survey the membership in order to obtain basic information about relative job levels and education. Hennig and her Simmons College associate, Anne Jardim, were hired to accomplish the task. Among other findings, the survey disclosed that only 12% of the membership held a college degree in 1972. And despite the fact that all members were bank officers or managers by definition, they were primarily clustered in the less prestigious bank divisions and did not change positions as often as male bankers. The discouraging nature of these findings was mitigated by Hennig's delineation of educational programs to remedy the deficiencies.

For its annual convention in 1973, NABW asked Hennig and Jardim to give another workshop on problems of women in career development. Their arguments were received more favorably than a year before. Not only had the membership survey revealed the managerial limitations of bank women, but the members had reflected upon these findings, reappraised their own situations in their banks and pondered their own career aspirations. During the year between workshops, a near consensus had formed among the members concerning the need for active, remedial efforts to promote bank women in managerial posts.

When NABW's leaders convened in the fall of 1973, they decided to respond to the desires of the membership by devising a way to provide the kind of management education that Hennig and Jardim recommended. Although educational objectives had been a part of the NABW By-Laws since they were written in 1921, these objectives had been implemented superficially. However, a legal entity known as the NABW Education Foundation had been established in October of 1972 as a tax exempt vehicle for implementing the objectives and obtaining support from funding agencies. In addition, the NABW leadership and staff agreed upon a series of educational programs including both short seminars and a baccalaureate degree program in management.

NABW's first attempt to create new educational programs was directed toward the American Bankers Association (ABA), a national organization with over 13,500 member banks. ABA was a logical target because NABW's plans complemented the seminars and courses of the ABA's educational arm, the American Institute of Banking (AIB). Since NABW was willing to offer its programs jointly with the AIB, about ten persons including Haeger, Bryant,

Hennig, Jardim, and the President and Vice President of NABW met with leading ABA staff members in 1973. It soon became clear, however, that the ABA not only was uninterested in donating funds, but also was unwilling to endorse NABW's plans because at that time ABA did not perceive a need for such an effort in addition to current ABA offerings. Due to this rejection, NABW realized that greater effort than anticipated would be necessary to convince the banking industry to recognize the advancement problems of women bankers. The Association became all the more determined to press ahead.

In January 1974, the NABW Educational Foundation asked Simmons College to collaborate with the Association in developing a pilot Management Degree Program. Simmons was selected in part due to NABW's contact with Hennig and Jardim. Also, Simmons had a good reputation among liberal arts colleges, a solid department of management, and a firm commitment to the advancement of women. These three strengths were considered essential criteria when selecting cooperating colleges. In addition, Simmons was well-located to serve women from the banking communities of Boston and New York, as well as the entire Northeast.

To assist the Educational Foundation in creating the Management Degree Program, NABW hired Anne Bryant as the Educational Director for the Foundation. Bryant was a graduate of Simmons who was finishing a doctorate in higher education at the University of Massachusetts/Amherst. During the summer of 1974, Bryant worked with NABW in developing a funding proposal for the Degree Program. At the same time, Hennig and Jardim were assisting the Educational Foundation to devise a two day seminar on career management. This seminar, described in Section 3.1, is used in banks throughout the nation.

With a Degree Program proposal in hand and the tentative cooperation of Simmons College, Bryant, Haeger and Simmons' President William J. Holmes began actively pursuing several large foundations as possible funding sources. One foundation seemed sympathetic, but when confronted with a venture combining management education, women, and business, could not find an "appropriate" funding category. Several categories were somewhat applicable, but no category was an evident fit.

Another foundation, the Carnegie Corporation of New York, was much more receptive and flexible. A Carnegie official, Richard Sullivan, saw the combination of women and business management as an exciting one which the foundation had been seeking to support. Sullivan was especially intrigued

that a professional association (rather than a college) was asking for financial backing in a major educational effort. In August of 1974, Carnegie officially funded the NABW Management Degree Program. The initial grant was $232,000 for two years; later, a supplemental grant of $57,900 was added for a third year. Although the grant was awarded to NABW Educational Foundation and Simmons College jointly, it was to be administered by the Foundation. Following initiation of the pilot model at Simmons, the Carnegie grant envisioned extension of the Program to colleges in several other regions of the U.S.

The Foundation staff first needed to obtain approval of the Program from Simmons' Faculty Senate before implementation could begin. The faculty procedure for program approval required that a committee study the proposal, adapt it to the College's structure and report its findings to a full meeting of the faculty where a final vote would be taken. After some deliberation, a committee of five members was chosen. The Management and Economics departments were represented because these fields were major components of the proposed program. Since some of the Simmons faculty feared that the liberal arts component of the degree would be inadequate, other committee members were chosen from the departments of English and Foreign Languages. The latter department was crucial because the program proposal included a request that the foreign language requirement be waived for NABW students, unlike the general BA at Simmons. The English department member was very important because he was highly respected among the faculty. The Education department also was represented on the committee.

The Degree Program's proposed elimination of the foreign language requirement was a major issue for the committee because some faculty at Simmons considered a foreign language to be an essential part of a liberal arts education. On the contrary, NABW argued that a foreign language was not a necessary part of a bank woman's work world and should not keep her from receiving a baccalaureate degree. The necessity of this language requirement for any Simmons student had already been debated within the faculty for over five years. The committee needed to resolve this issue in a way that would be satisfactory to the faculty.

Another issue that confronted the committee concerning the proposed NABW program was its inclusion of academic credit for two nontraditional methods of learning. NABW wanted women bankers to be able to obtain not only

the traditional credits for college level courses taken in earlier years, but also credit for experiential learning and bank training outside of formal courses. These credits for experience were to be called "Credit for Prior Learning" or CPL. In addition, Simmons was asked to grant full academic credit for two-week intensive institutes that would offer courses ordinarily given over a traditional academic semester. NABW adapted the intensive institute concept from the two-week banking schools of the AIB. The amount of contact with teachers in the institutes would be the same as in the traditional approach, but the homework would be done literally "at home," before and after each institute. The issue confronted by the faculty committee was whether adequate learning could occur in the compact format of a two-week institute.

Although many colleges and universities had been experimenting for some time with the concept of granting academic credit for experiential learning, the idea was a novel one for Simmons College. NABW believed CPL to be especially important for the more experienced students who were expected to participate in the Management Degree Program. Some form of academic recognition was needed to take account of the experiences and skills that working women had already gained.

In order to refine the experiential learning component of the proposal to the Simmons' faculty, NABW sought advice from the Council for Advancement of Experiential Learning. C.A.E.L. was established six years ago under a Carnegie Corporation grant for a "Cooperative Assessment of Experiential Learning" project. Initially, C.A.E.L. was both sponsored and housed under the auspices of the Educational Testing Service in Princeton, New Jersey, but now is being institutionalized under ETS in Columbia, Maryland. From its growing network, which now has over 80 institutions, C.A.E.L. has collected much information about experiential educational programs, and has produced materials for organizing and evaluating experiential projects. NABW obtained many ideas from C.A.E.L. for use in the CPL component of the Management Degree Program.

Two members of the Program's National Advisory Board, Bob Woodbury and Tom Clark, also were familiar with CPL techniques. These men, who were contacts of Bryant at the University of Massachusetts/Amherst, had participated in the genesis of the NABW Program. Clark then became the Dean of Empire State College in New York, a charter C.A.E.L. institution using CPL extensively. When Clark was settled in Albany, Bryant and several Simmons faculty members travelled there to learn first hand how a CPL system operated.

The Simmons Faculty Committee and the NABW staff worked diligently between September 1974 and the following spring to resolve the foreign language and CPL issues. In the end, only a few modifications were made in the original Program Proposal before the committee approved it by consensus. The Simmons faculty in turn approved the Program in April 1975. The NABW Management Degree Program was considered to be not only an experiment worthy of Simmons' sponsorship, but also a pilot model for other possible programs tailored to the needs of fully-employed adults.

During the 1975-76 academic year, Anne Bryant served as the Interim Director of the Degree Program, assisted by Isabelle R. Pound, who was hired as Assistant Director and College Counselor. Pound had over twenty years of business world experience before becoming a college counselor and continuing education administrator. They worked closely with Simmons faculty and administration to prepare for the arrival of the first class of students. The dual role played by these two NABW staff was a logical extension of Bryant's heavy involvement throughout the earlier planning process. Moreover, they functioned as a bridge between the academic and the business sides of this cooperative effort. The NABW Educational Foundation established an office in the State Street Bank of Boston from which the Degree Program at Simmons was directed during its first year. This space was contributed by the bank to the NABW Educational Foundation.

Working closely with Simmons' Faculty Advisors, Pound counseled and screened the bank women who expressed an interest in applying to the program (see Section 3.4). To assist her in this effort, a number of NABW members were selected during the spring of 1975 for special training as Bank Educational Advisors (BEAs). They were taught how to disseminate information about the Management Degree Program to local banks, and to provide educational and career counseling to other bank women who requested that service or wanted to be considered for study in the Program. By May 1975 seventeen BEAs were available to bank women in the New England region. Serious inquiries about the Program were made by 125 bank women, including individuals from as far away as Seattle, and 60 women made preliminary applications.

In January of 1976 a class of 26 women arrived on the Simmons campus for the Program's first Management Institute. Since this was the first attempt to implement the major NABW education vision, it was a critical two weeks for the people involved. Myriad administrative details demanded

attention, and many unanticipated difficulties were encountered. The intense nature of the institute made the logistics and timing of the operation crucial--lost time due to oversight of uncontrollable factors like the weather would have made completion impossible. Moreover, the intensity placed considerable psychological strain on the participants. But taken as a whole, the first institute was a success from the viewpoint of students, faculty and administrators.

During the late spring of 1976, the Program's management was turned over to a Simmons staff member, Louise Comeau, who had been a counselor in the College's Counseling and Placement Center. Comeau began work half time for the Program and half time for the Division of Continuing Education where the Management Degree Program was placed.

Shortly before the pilot Management Institute, NABW began to search for other colleges. Bryant was guided in this process by the Program's National Advisory Board, composed of bankers, educators and businessmen (see Appendix B). At its March 1976 meeting, the Board reviewed the progress of the Simmons Program and approved proposals for Programs at Mundelein College in Chicago and at Florida State University in Tallahassee.

The BEA network of peer counselors was expanded during the spring of 1976 to include the regions that were to be served by the Degree Programs under preparation at Mundelein College and at Florida State University. BEA candidates were interviewed for the Southeast in March and for the Midwest in April. From among the more than 60 people interviewed, approximately 50 were selected to be BEAs for the two new colleges. In May two regional workshops were held for two-and-one-half days each, during which every woman was taught the facts about the Program and how to convey this information accurately to both prospective students and to bank executives. At the same time, several new BEAs were selected and trained for the Northeast area, especially bank women who could counsel prospective students in the mid-Atlantic states. In 1977 the number of BEAs in the Northeast region numbered twenty-three.

At the second Simmons Institute in August 1976, three faculty representatives from Mundelein College and three from Florida State University visited the Program for three days. They attended classes, met with students, and talked with Simmons faculty members as well as NABW staff people from Chicago and Boston.

Program expansion remained a primary interest of the National Advisory Board during the remainder of 1976. Negotiations were begun with one South-central university, but problems soon emerged. The university wanted a minimum of 30 students before activating the program, proposed a high tuition fee, and had inflexible requirements for CPL. Similar problems were encountered with other colleges. Besides location and the reputation of the management curriculum at the particular school, NABW was looking for schools with positive attitudes toward women's education, nontraditional adult education, finances and flexibility in making innovations. In order to start the NABW Management Degree Program, it was clear that a school had to modify its requirements and procedures in order to accommodate fully-employed older students. These adults have large amounts of accumulated knowledge, and often have many college course credits as well, but lack the money and time for full-time studies in the traditional college format.

After much hunting, NABW found Pitzer College in California, a school responsive to the strengths and needs of fully-employed adults. Since NABW had been seeking a progressive institution in the Northwest or Southwest, Pitzer's proposal was welcomed with enthusiasm and accepted at the January 1977 meeting of the Board. At the same meeting, the Board indefinitely tabled the proposal from the Southcentral university for fear that the proposed program would be postponed if the minimum number of students was not attained.

A special effort to market the Simmons, Mundelein and Florida State programs had been launched in March 1976. NABW mailed letters and brochures about the programs to the presidents of banks with assets over $100 million. NABW officers and staff gave speeches at regional and local meetings of NABW and talked with many bank executives and statewide bank organizations. Several articles about the programs were printed in the NABW Journal and in newspapers in Boston and Chicago. These efforts produced mixed results. The second class of bank women entering the Simmons Program numbered only fifteen, but the students admitted were better prepared academically. This class took its first Management Institute in January 1977, at the same time that the second-year students returned to Simmons for their third semi-annual Institute. At Mundelein College in Chicago, a class of 16 first-year students also had their first Institute in January, but the first Institute at Florida State was postponed for reasons to be elaborated shortly.

A new marketing effort was begun in 1977 to try to stimulate greater student recruitment for the operating programs at Simmons and Mundelein, and the two projected programs at Florida State and Pitzer. Regardless of the status of these programs, the leadership of NABW felt that bank women should be encouraged to talk with a BEA as a general career counseling service. NABW also decided that personal visits to key banks should be made by all of the people involved with the Program. The new marketing effort was focused not only on NABW members, but also on other women bankers and male bank employees. More NABW Journal articles were printed and a new effort was initiated to obtain coverage in other media of the banking industry.

The new marketing effort produced satisfactory numbers of qualified candidates for both the Simmons and Mundelein programs. On the contrary, the Florida State University program failed to materialize. Since the FSU program had been approved by the National Advisory Board at the same time as the Mundelein program in March 1976, and had been promoted by an extensive BEA network in Southeastern states, it did attract a sufficient number of interested bank women. However, only a few women applied to the program and were admitted.

At least two major problems were evident at FSU. Due to general University and Florida policies, potential tuition fees for the program plus normal State aid were projected to be insufficient to cover the expenses of the FSU School of Business, which was to sponsor the Program. As a result, the School of Business, the FSU Development Office and the NABW needed to raise $142,500 that appeared necessary in order to have the Program break even for at least three years. Even with this capital, long term survival would be uncertain. Furthermore, although the relatively low tuition and expenses at FSU (as compared to the private institution rates at Simmons and Mundelein) initially looked attractive, the FSU curriculum was less appealing to potential students because of its specialized content and demanding pre-requisites. Instead of incorporating liberal arts courses in the Program, FSU required them as prerequisites for entry into the Program. Other pre-requisites and the proposed course content were completely business-oriented.

NABW leaders felt that these stringent FSU requirements discouraged many potential students from applying to the program. Even though FSU offered a special institute to assist in satisfying the prerequisites, only one student was prepared to enter the Program by the late summer of 1977. On the

other hand, some people at FSU felt that the apparent lack of student interest indicated faulty assumptions about the nature and extent of demand for such a program among employed bank women in the southeastern region. Whatever the reasons, the FSU Program was unable to attract enough students to commence operation, and FSU and NABW decided to terminate the effort there. In September 1977, NABW's National Advisory Board approved a decision to begin seeking an alternate institution in the South.

Meanwhile Pitzer College, which was preparing for its first institute in January 1978, ran into timing problems. A delay occured in NABW's marketing program for its region and the region's banks were slow to implement policies that would assist students financially. The initiation of the program consequently was postponed until June 1978.

In August 1977, Bryant moved the NABW Educational Foundation's office from Boston to Chicago due to the shift in Program emphasis from the East to the new programs in the West. Other factors contributing to the decision to move office sites were the transfer of administrative responsibility for the Simmons College Program from NABW to Simmons personnel, and the termination of the Carnegie grant in September 1977. Assistant Director Pound remained in Boston where she continued to work on certain Degree Program projects including BEA training.

In January of 1978, Simmons admitted 18 women to its third class, and Mundelein admitted 15 women to its second class. The Pitzer Program began with 26 students in June of 1978. Currently, about 100 BEAs were marketing the programs for the three colleges and their futures look fairly secure.

NABW is now concentrating on finalizing arrangements with a fourth and final regional college for the South and Southcentral area of the country. Proposals from two Texas universities were turned down because of their inappropriate degree requirements and the lack of local bank interest in supporting women's formal education. However, NABW is now completing negotiations with the College of Business Administration at Louisiana State University (LSU). Bank support for LSU is extremely strong because the Banking School of the South is held there. Unless unforeseen problems arise, LSU will be the fourth college to sponsor the Management Degree Program. LSU will admit its first NABW class in August 1979.

Instead of further expanding the number of colleges sponsoring the Degree Program, NABW has decided to develop satellite campuses as described in Section 8.4. The first of these satellites is at Drake University in Iowa which recently began working closely with Mundelein College.

3.0 NABW SEMINARS AND PROGRAMS

The NABW Educational Foundation offers a variety of programs for bank employees. All of these seminars, workshops and the college degree programs are focused upon management topics of particular interest to the banking industry and all of them emphasize the special problems of women managers within the industry and in business generally. Most of the seminars and programs are designed solely for women, but one seminar is for male managers who may wish to familiarize themselves with the concerns of their female counterparts or who may want to learn how to create better opportunities for their women employees.

Some seminars are sponsored locally by one or more banks as a part of their ongoing training activities, while other programs are sponsored by the NABW Educational Foundation on a regional or national basis. Fees are slightly lower for NABW members, but Association membership is not required. Although there is no required sequence in the NABW offerings, recommended sequences are shown in Chart I. A bank woman begins with the Career Management Seminar and continues with either the Management Degree Program or the Management Series of seminars and modules. The sequences conclude with the Seminar on Managing Executive Priorities.

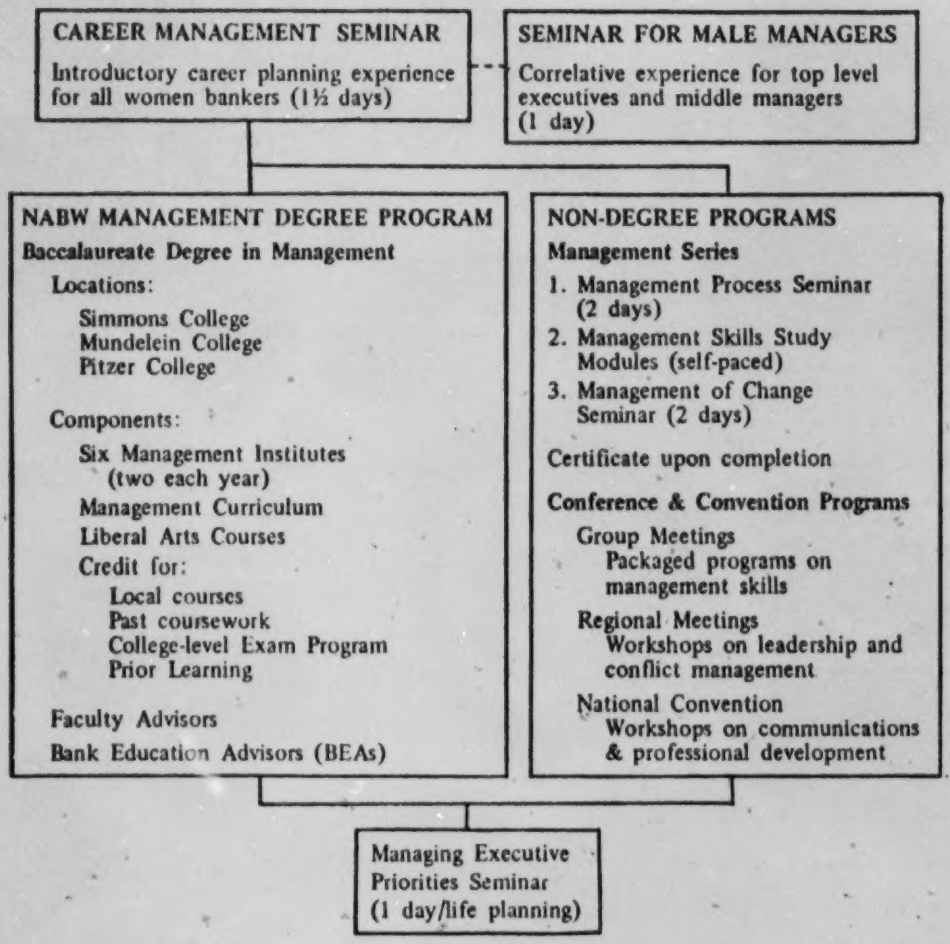
This Section contains brief descriptions of all of these educational activities except the Management Degree Program. Since this Program is the major focus of this case study, it is described at length in Section 4.0. The brief sketches given here are paraphrased or taken directly from NABW promotional literature.

3.1 Career Management Seminar

This Seminar was the first program created by the NABW for widespread use, and still constitutes the introductory experience in management skills and issues for women. Although originally difficult to market, the Management Seminar has become highly successful; more than 6,000 bank women have taken it since 1975. During the first half of 1978 alone, over 90 seminars were scheduled across the nation in large metropolitan areas like Los Angeles, Chicago, Phoenix and San Francisco, as well as smaller towns such as Clarksville (Indiana), Pocatello (Idaho), Hays (Kansas) and Avondale (Pennsylvania). The Seminar runs for a day and a half and is limited to 25 persons in order

CHART I

NABW SEMINARS AND EDUCATIONAL PROGRAMS*



*Adapted from the NABW Educational Foundation Progress Report, August 1976.

to assure maximum opportunity for participation and personal attention. There are two leaders during each Seminar who are trained and work together as an instructional team: one is an experienced, top-level woman bank officer and the other is a consultant in group dynamics and career development. They bring in-depth knowledge of banking plus expertise in management techniques to each group. The bank woman in particular provides an immediate role model and a reality constraint so that a participant can be challenged if she says, "That wouldn't ever happen in MY bank!" Each year the seminar is revised and updated and the leaders are retrained.

The Seminar format currently is comprised of three sections: (1) Skills Analysis with questionnaire and discussion, (2) Career Analysis, and (3) Case Studies. The questionnaire which everyone completes in the first section is meant to stimulate thinking about jobs and careers, about risk-taking and the need for informal networks. The women bankers, old and young alike, soon discover that their answers are similar to each other, but markedly different from the responses of most male bankers to the questionnaire. Thus begins a process of gorup identification and teamwork that cuts across age and job role differences to focus upon common problems for women in banking.

The cost for each Seminar participant is about $100, most often paid for by that person's employer. The Seminars are financially more than self-supporting; they provide a significant income for the general operations of the NABW Educational Foundation (see Section 7.0). In-house seminars have been conducted, usually in large banks such as the Bank of Virginia in Richmond and the Continental Bank in Chicago. All told, the Continental Bank has conducted nine seminars including several with participants from other local banks. Persons who worked with one another at Continental were placed in different seminars in order to avoid job-related inhibitions. As with many other banks, Continental has repeated the Seminar because it was well-received by participants.

The general goal of the Seminar is to focus on the insight and understanding that women need in order to achieve success in the corporate environment and to increase management skills and awareness. Participants are encouraged to take responsibility for their own career planning through goal setting and personal assessment exercises. The Seminar is now being used by many banks as a part of their affirmative action programs. The NABW reports that "a recent follow-up study of participants revealed that nearly everyone credits

a personal success story to her seminar experience--positive goals, heightened awareness of job opportunities, and in many instances, promotions or much better prospects for advancement." At least one-third of the students in the NABW Management Degree Program took the Career Management Seminar before entering the Program.

3.2 Seminar for Male Managers

This unique, one-day seminar is designed specifically for male managers who are willing to explore the myths about men and women as workers and discover how differing attitudes can contribute to problems in the careers of both. Discussion begins with an exploration of the different attitudes and concludes with positive steps which a manager may take to integrate productively male and female peers and subordinates in the corporate system. Topics for the seminar include financial and political facts about employed women, myths and stereotypes, common problems for women in career development, planning tools for establishing responsibilities, programs and policies used by other corporations, and affirmative action plans and their implementation.

Costing $125 per person, the Seminar is most effective with 18 to 25 participants. It is led by a woman NABW consultant who is an expert in career development and life planning and has conducted similar seminars for major corporations.

The Seminar is NABW's attempt to bridge the gender gap in employee relations. It has been offered to about 400 bank men, and has aided the banking industry significantly in understanding issues relevant to affirmative action programs. Moreover, the Seminar has led to greater productivity in some banks, consistent with its sub-title: "More Effective Utilization of Women Employees."

3.3 The Management Series

The Management Series is a three-part program of self-directed studies in management skills which includes an introductory Management Process Seminar, a series of Management Skills Study Modules, and a concluding Management of Change Seminar. The complete Series is designed to enhance the management skills of the bank woman who may or may not have a collegiate degree but would like more specific management training to aid her in career advancement. The series entails four days of seminar time plus self-paced independent study.

The Management Process Seminar is a two-day workshop which examines the concepts of management, leadership styles and strategies, problem solving and decision-making. The seminar provides actual management experiences through role playing in which the participant can practice different management techniques and styles in no-risk situations among other women bankers. Each one completes a Self-Assessment Review questionnaire from which she can plot her own profile as a manager. This information is then used to determine the skills she needs to work on the second part of the series.

The Management Skills Study Modules are designed by the NABW Educational Foundation for self-paced learning. A student may choose those areas that will most benefit her immediate job performance, or she may wish to work on skills she needs for promotion. The NABW module topics include: time management, selling or interpersonal communication, comparative management styles, self-motivation or motivating others, scheduling personnel or work flow, meeting leadership, evaluating performance, decision making, and many others. The modules have several different formats including written exercises, worksheets, cassettes, films and slides. Modules may be studied individually or cooperatively with bank colleagues or other women bankers in the area. A written assignment must be completed for each module with an assigned unit value that counts toward a total of fifty units required for this part of the series. The modules should be completed within eighteen months following the Management Process Seminar. The student may then attend the final Series seminar.

The two-day Management of Change Seminar focuses upon the manner in which change and conflict interact and how they both affect a manager's job. Through case studies and role playing, the participants learn to understand, recognize, plan and implement change. Skill is also developed in understanding why conflicts arise and in spotting the existence, forms and sources of potential conflict. When this seminar is concluded, the participant is awarded a certificate in recognition of her achievements in the Management Series.

3.4 Managing Executive Priorities Seminar

As an integrative culmination of their educational programs for women, the NABW Educational Foundation offers a one-day seminar on "managing executive priorities." The seminar is considered most effective with 20 to 25

participants who are mixed in terms of age, rank and department. It is co-led by an expert in career and life planning and a bank woman trained by the NABW Educational Foundation.

The Managing Executive Priorities Seminar was designed in response to the realization that the failure to balance and integrate all aspects of one's life is a danger to the success of career-oriented persons and is especially critical for women in a time of rapid social change. It teaches life and job assessment skills which enable the participant to evaluate and better control the decision-making that affects her future as a successful banking executive. Four areas are discussed: managerial role, career, family relationships, and individual needs. Participants analyze ways to establish their own value systems, to achieve a congruence of values, life roles and goals and to examine their careers in the context of total life plans.

4.0 THE SIMMONS BACCALAUREATE DEGREE IN MANAGEMENT PROGRAM

The Baccalaureate Degree in Management Program is the most ambitious and unusual of the programs devised by the NABW Educational Foundation. The Program provides a major means for bank women to advance in their careers or make major career changes. As such, it is the central focus of this case study.

The pilot Program was developed by the Simmons College faculty and NABW staff as indicated above in Section 2.0. Since Simmons College has had the most experience with the Program, the Simmons Program is presented here. Brief descriptions of the Mundelein and Pitzer Programs are given in Sections 8.2 and 8.3.

4.1 Overview of the Simmons Curriculum

The Simmons Program is designed to provide an undergraduate liberal arts education with a major in management. The 128 credit hours required for the BA degree at Simmons include 36 credits from management and related courses taught in six two-week Management Institutes, and 92 credits obtained from additional courses or experiences in business-related fields and the humanities, social sciences and natural sciences. The course mix in the semi-annual Management Institutes is described in Section 4.2. As sketched in Sections 4.3-4.5, the remaining 92 credits can be obtained in one of three ways:

- -- approval of courses taken at Simmons or elsewhere before student is admitted to the Program;
- -- approval of up to 24 "Credits for Prior Learning" (CPL) and 12 credits for independent study awarded for life and work experience; and
- -- courses taken at Simmons or a local college after student is admitted to the Program.

The curriculum for the Management Institutes is standardized for all students, while the 92 additional credits are obtained on an individualized basis. The individualized aspect of the Program permits the full recognition of CPL credits, postsecondary courses already completed at accredited colleges, and the constraints and opportunities determined by the community where the student lives between Management Institutes. After the admission process, the Simmons College Registrar determines what credits each student will receive for past courses. Each student also is assigned one of three Simmons Faculty

Advisors who helps assess credits for past courses and assists the student in designing a plan for her remaining courses. Moreover, this Advisor, along with an Academic Advisory Board to the Program, gives final approval to the student's plan and monitors the implementation of the plan. The requirements and options of the NABW/Simmons Management Degree Program are summarized in Chart II on the following page.

4.2 The Management Institutes

The six two-week Institutes are the heart of the Degree Program. Their concentrated format allows an employed bank woman to complete many of the courses required for a collegiate degree in a shorter amount of time than would be necessary in traditional education. Moreover, the Institutes require her to be absent from work no more than the time she ordinarily might take for vacations and banking school.

The Institutes are presented twice each year, in January and August. During these months, the regular Simmons undergraduates are on vacation and dormitory space is available to house the Degree Program participants. Each Institute is residential in order to allow a concentration of classroom work and to provide a group experience. These Institutes also earn 36 of the 48 credit hours necessary to fulfill the Simmons residency requirement. The six Institutes must be taken in a specified sequence and consecutively unless a leave-of-absence is granted. Each Institute earns an average of 6 academic credit hours; some courses run for more than one Institute and receive credit when completed. Twenty-eight of the 36 hours are in management, 2 in economics, and 6 in interdisciplinary liberal arts. The following management courses are included in the six Institutes:

-- Economics: The Bank in the Larger Economy
-- Accounting and Control Systems
-- Financial Management
-- Marketing Management
-- Operations Management
-- Human Behavior, Organizations and the Process of Management
-- Methods of Mathematical Analysis
-- The Management of Information Systems
-- The Middle Manager
-- Policy, Planning and Strategy
-- Topical Seminars: Issues and Integration

Chart II

NABW/SIMMONS MANAGEMENT DEGREE PROGRAM

Credit Requirements

Six Semi-annual Institutes (averaging 6 credits each)		36 credit hours
Management courses	28 credit hours	
Economics course	2	
Interdisciplinary liberal arts	6	
Independent Study		8-12
Distribution Requirements		24
Humanities courses	8	
Social Sciences	8	
Natural Sciences/Mathematics	8	
Electives		56-60
	Total:	128 credit hours

Other Requirements and Options

- Six Management Institutes must be taken sequentially, but may be interrupted by a leave-of-absence
- 48 Credit hours of Simmons residency required; 36 of these credits result from the Management Institutes
- Up to 8 credits may be given for independent study courses taken by students in greater Boston; up to 12 credits by students living farther away. These credits qualify for residency.
- Up to 24 credits can be obtained for life and work experience as "Credits for Prior Learning" (CPL)
- Up to 80 credits can be obtained as transfer credits for courses taken elsewhere, dependent upon the number of CPL credits awarded
- Course distribution guided by the BA requirements for all Simmons undergraduates, but no foreign languages required

Although Simmons and NABW have remained fairly satisfied with these courses, there has been some experimenting with course sequencing among the six Institutes and with the details of course content. For example, the mathematics courses initially were planned to begin with Institute II, the second institute. However, it soon became evident that the first mathematics course had to be moved to Institute I because many students needed the course in preparation to take the economics courses required between Institutes I and II. (See Section 4.5 for a discussion of courses required between Institutes.)

The management courses for the program have been specially adapted from the Simmons College graduate program in management developed by Margaret Hennig and Anne Jardim. The courses in finance, economics and accounting are taught with standard content, and are considered to be of such importance that even if a student has taken them before, she is required to audit them. Other courses like marketing and operations management include not only standard information, but also behaviorally-oriented materials and exercises designed specifically for bank women. Behavioral content is a hallmark of the Hennig and Jardim approach to management training because women typically have far less experience than men with such tools as assertiveness, teaming, and the delegation of authority.

An important way in which new attitudes and behaviors are instilled is through study groups. The purposes of the study groups are: (1) to share responsibility for completing the assigned readings which must be done in a very short time, and (2) to analyze marketing and management case studies as a team. Both objectives are intended to teach students how to trust one another with shared responsibilities, thereby learning how to participate in a management team.

Although the first class of students entering Institute I (during January 1976) experienced significant difficulties in the study groups, they did learn how to work together. Moreover, the teaming experience broke down the lines between older and younger women, married and single, vice presidents and secretaries. The benefits of the study groups became very apparent a year later when NABW and Simmons decided to move "Human Behavior" from Institute I to Institute II for the second class of students (entering Institute I in January 1977). The second class soon split into the traditional camps of older women and younger women, of married women and singles, which did not communicate with each other beyond essentials.

In addition to the courses in management, six mini-courses, worth one academic credit each, are presented during the Institutes as "Interdisciplinary Perspectives on the Liberal Arts." Their purpose, according to the Management Degree brochure, is to ". . . view the study of management and banking from the perspective of the liberal arts and humanities." These courses are as follows:

-- The Protagonist in American Industrial Development: An Introduction to the 20th Century American Literature

-- Business, Government and Society: In Search of an Equilibrium

-- The Moral and Ethical Challenges in Organizational Life

-- The Role of Banking and the Banker in the Cultural Growth of America

-- The Bank in the Community: Rural America

-- Banking as a Source of Economic Viability for Minority Groups

4.3 Transfer Credits for Past Courses

Admission to the Degree Program and the development of an individualized study plan require careful assessment of each applicant's past college-level coursework. This review helps identify personal strengths and weaknesses which may give some indication of an applicant's potential performance in the Degree Program. Furthermore, the variety and quality of past courses help determine what additional courses will be needed to complete the management and liberal arts components of the Program.

Initial information about past coursework is obtained during the applicant's first meeting with her Bank Educational Advisor, as discussed in Section 4.8.2. Ideally, past courses were completed at Simmons College or at on of the other cooperating colleges in the Degree Program. However, courses from other accredited postsecondary institutions also can be awarded transfer credit. Even non-credit courses are recorded, such as workshops, seminars, and on-the-job training. Some of these courses are eligible for formal credit after documentation for prior learning.

All past coursework is reviewed for credit by the Simmons College Registrar who authorizes any transfer of credit based in large measure upon Simmons' academic standards. Simmons decided not to grant academic credit for courses taken through the American Institute of Banking because the American

Council on Education (ACE) was still in the process of evaluating AIB accreditation. Since the NABW Educational Foundation was aware of great variation in the format and quality of AIB courses throughout the country, the NABW accepted this decision. A reconsideration will be made when the ACE completes its evaluation.

Past coursework is discussed throughout the application process as part of determining the feasibility of an applicant's plan. The courses are not only reviewed by the BEA and recorded in the Preliminary Application (see Section 4.8.1), but also discussed during subsequent interviews with the Simmons Program Director. Finally, past coursework is included on the Final Application Form (see Section 4.8.3).

4.4 Credit for Prior Learning and Independent Study

In addition to obtaining transfer credits upon entering the Degree Program, the student can gain "Credit for Prior Learning." CPL is granted for life experiences and specialized knowledge and skills that the student has acquired from job or community activities. For example, she may wish to obtain academic recognition for some particular professional achievement such as her training program for tellers, a training manual she authored, or a special computer program she devised for bank use. Or, she may wish to write a case study to document a complicated financial settlement in which she participated. CPL may be used to obtain credit for a non-credit workshop or seminar from which she feels that she gained a substantial body of knowledge. Also, she may wish to document an avocational or community interest such as writing a history of her local town, an artistic venture, or participation in school district politics.

CPL has become a significant component of the Management Degree Program at Simmons. The procedure is monitored by an ad hoc committee which reviews each CPL proposal to determine its merit and feasibility. This committee is composed of four members including: (a) a faculty person relevant to the subject to which each proposal pertains, (b) a representative of the College's president (usually the provost), (c) the student's faculty advisor, and (d) the Simmons Program Director. The principal organizer and advisor for CPL at Simmons is Professor Kathleen Lyman of the Department of Education.

The student begins the CPL process by entering the "Credit for Prior Learning Seminar." Meeting about half a day, once a month for an entire

semester, the seminar is designed to help the student to identify the type of learning that she has experienced in the past. Then she is taught a method for documenting this learning by building a personal learning portfolio. Students are encouraged to take the seminar as soon as possible so that they may begin the process early. Documentation of their CPL requirements must be complete no later than the conlcusion of the fifth Institute.

The CPL process is usually a difficult one because the student has had no experience with defining her personal learning experiences in a systematic way. But for most students, the process is in-and-of itself a positive learning experience. The student is taught how to conceptualize learning experiences, and how to extrapolate from the personal to the general or vice versa. Seventeen students in the first Simmons class and 15 in the second began the CPL process. Of these students, about ten from each class have continued to develop their portfolios.

Another kind of credit for life and work experiences offered by the Management Degree Program is independent study courses. The student is permitted to take up to four of these 3-credit courses, which can take advantage of work-related projects in which the student is currently engaged. Students also are encouraged to use independent study for exploring areas of interest outside of their work. The course content is determined with the advice and approval of a Simmons faculty person familiar with the subject of the independent study. Unlike the transfer courses and CPL credits, independent study can be used to obtain the 12 Simmons residency credits required in addition to the 36 residency credits provided by the Management Institutes. As a result, it is possible for a student to obtain the twelve additional residency credits without actually taking a course on the Simmons campus for this specific purpose.

4.5 Non-Institute Courses Taken During the Program

It is theoretically possible for a Degree Program student to obtain a Simmons BA with a combination of six Management Institutes (36 residency credits), four independent study courses (12 residency credits), and a mixture of numerous transfer and CPL courses totaling 80 credits. However, no student to date has been able to obtain 80 credits from transfer and CPL courses. Consequently, all of the students have had to take some courses during the periods between the semi-annual Management Institutes. These courses typically

are selected to satisfy certain prerequisites (e.g., a Micro Economics course is required as a prerequisite for Institute II), or to compensate for certain deficiencies in the student's background (e.g., lack of writing skill).

The Management Degree Program provides for two methods of taking current coursework during the program's duration, depending upon the residential location of the student. If she lives in the Greater Boston area, she may take courses at Simmons College evening school. If the student resides in another locality, she may arrange to take courses at a Simmons-approved institution convenient to her place of residence, and then transfer those credits to Simmons. When this is done, two provisos are attached: (1) usually all of the additional courses must be taken at one alternative institution, and (2) all transfers of academic credit must be authorized in advance by the student's Faculty Advisor as well as the Program Advisory Board.

4.6 Publicity and Recruitment

Women bank employees learn about the Management Degree Program in a number of ways. If a member of NABW, an employee may read about the Program in the Association's magazine, the NABW Journal or she may hear it discussed at local, regional, or national NABW meetings. She also may receive direct mail publicity sent to the membership. If not a NABW member, she may hear about the Program during one of the Management Seminars offered at her bank by the NABW or one of her fellow employees might tell her about it. She might even learn of it from general publicity, such as the Business Week article listed in Section 13.0 (References).

Yet another publicity route is the promotional literature which is sent to all banks by the NABW Educational Foundation. This literature sometimes is sent to bank personnel departments and sometimes to bank presidents. Depending on the size of the bank, both routes can be effective.

NABW, rather than Simmons, has taken primary responsibility for publicizing the Degree Program to its large and diverse membership because the Association initiated the Program and has well-established ties within the banking industry. Although the ideal class size of the Program at Simmons is between 20 and 30 students, NABW has sought a large pool of applicants in order to obtain classes of the highest quality. Also, the application process, described in Section 4.8, includes a number of procedures which, in themselves, help an

applicant assess herself and her career plans. She is likely to benefit from this effort whether or not she completes the application process. The NABW would like to encourage as many bank women as possible to engage in at least the initial steps of the process.

4.7 Program Costs and Scholarships

The NABW publicity of the Management Degree Program at Simmons includes information regarding tuition and room and board costs. The publicity also emphasizes the availability of scholarships and other forms of financial assistance. As a result, the potential applicant can make an initial assessment of financial requirements before applying to the Program.

Chart III gives a summary of the expenses for each student in the Management Degree Program at Simmons College:

Chart III

Application to Simmons (one time)		$ 20.00	
College Fee - First Year (Fee for each additional semester: $50)		350.00	
Total Fees			$ 370.00
Institute Charges:	Tuition	774.00	
	Room & Board	200.00	
	Total per Institute	974.00	
Total for Two Institutes (1 year)			$1948.00
Total Cost for First Year			$2318.00

Financial aid may be obtained from any of five sources: (1) the student's bank, (2) NABW, (3) Federal government, (4) state governments, (5) private organizations. Federal Assistance Programs include the Basic Educational Opportunity Grant and the Supplemental Grant, both based on need and the latter on matching funds as well. National Direct Student Loans may be obtained up to $5000 at a 3% interest rate. Students also may apply for regular loans from banks or from the Guaranteed Student Loan Program at a 7% interest rate where that program is available.

Students in the NABW Management Degree Program may apply for the following scholarships:

NABW Regional Award

- One award annually in each of the 15 NABW regions.
- Applies to one institute or one year of banking school.
- Recipient must be NABW member, employed 5 years in banking and be accepted by the banking school or a college.

NABW National Award

- One award annually to the outstanding regional winner (in lieu of regional award).
- Award covers costs of tuition, room, and board for banking school or for three institutes of the Baccalaureate Degree Program.

Business and Professional Women's Foundation

Awarded to adult women (25 years or older) who need further training or education to begin a career or improve professional opportunities.

General Foundation of Women's Clubs

Community Women's Clubs across the country make annual awards of more than $2.5 million to women in a great variety of professions.

4.8 Admissions and Counseling

The NABW literature maintains that the "Degree Program's admissions process has been carefully designed to give the prospective student the maximum in educational and career counseling." Furthermore, the motivation, ability, and preparation of candidates are carefully examined in order to admit new students who have a high chance of success. The admissions process is open tc any bankers who wish to explore their career possibilities regardless of their geographical location or relationship to the NABW. The process has five basic steps:

- Inquiry and Preliminary Application
- Bank Educational Advisor Interview
- Final Application and Interview with College Counselor
- Bank Negotiation
- Admission and Course Planning

4.8.1 Inquiry and Preliminary Application

The candidate first talks to an Education Counselor at one of the NABW regional or national conferences or she contacts the NABW Educational Foundation. In either case, an initial interview is conducted for the purpose of reviewing her career goals, her educational background, her finances and possible options for future career development. At this time she may be given a Preliminary Application form if the Degree Program is seen to be a possible option. This form reiterates the questions asked during the interview. The Preliminary Application is submitted either to the NABW Educational Foundation which forwards it to a local Bank Educational Advisor, or directly to the BEA.

4.8.2 Bank Educational Advisor Interview

The second step is an intensive interview with a local Bank Educational Advisor. As indicated in Sections 2.0 and 5.3, BEAs are women who have been specially trained by the NABW to function as semi-professional career counselors in addition to their regular bank work. The result is a "peer counseling" technique which is thought to be particularly sensitive to the special problems encountered by women bank employees. After the interview, the BEA completes the BEA Information Form (see Section 13.2) which is sent to the NABW Educational Foundation. If the interviewee decides to make a Final Application to the Degree Program, the BEA also sends a copy of the completed form to the College Counselor at the cooperating college.

Besides making a complete assessment of the applicant's past coursework and training, the BEA must make some judgment about the candidate's motives and capabilities. The BEA's recommendation to the NABW and Simmons College count heavily in the final admissions decision. Since the BEA is herself a banker in the same geographical area as her clients, she is expected to aid them in reviewing their career options in their particular banks. The BEA may suggest a strategy to use in dealing with a certain bank or with certain supervisors or officers; she may even decide to participate in her client's negotiations with the bank. Well informed about NABW programs, local banking courses, and other educational opportunities, the BEA may suggest any of the following options, depending upon the client's interests and abilities:

- High School Equivalency
- Career Management Seminar

- Bank Educational/Training Program
- Ordinary Community College Program
- Ordinary University Program
- NABW Management Degree Program

4.8.3 Final Application and Interview with College Counselor

If the BEA and a bank woman decide that she should apply for admission to the Degree Program, the BEA gives her a Final Application form to complete and submit to the College Counselor at the cooperating college (e.g., Simmons). This form includes five essay questions which probe the applicant's goals and motivations. The applicant then makes an appointment for an interview with the College Counselor at Simmons and arranges for transmittal of all academic records and transcripts to the Counselor. At the interview, admissions criteria are reviewed as well as individual educational options for the first year of the Program.

4.8.4 Bank Negotiation

The prospective student then returns to her own bank management and negotiates whatever bank support will be provided if she is accepted into the Degree Program. In particular, this support might include released time for the six two-week Management Institutes and financial assistance for tuition and fees. During these negotiations, the bank woman may obtain help from her local BEA. The negotiations are critical because some kind of support from the student's bank has so far proved necessary for every student in the Degree Program.

4.8.5 Admission-Course Planning

The final admissions step is taken upon notification by the Simmons College Admissions Committee that the student's application into the Management Degree Program has been approved by the College and her bank. If the student is not from the Boston area, she must make arrangements with a local college or university to take courses needed for completion of Simmons' degree requirements. Selection of the local institution and courses is made with the advice and approval of the Simmons Program Director and the student's Faculty Advisor.

5.0 ORGANIZATIONAL STRUCTURE AND STAFF

5.1 NABW's Structure and Staff

The central component of NABW is the general membership of the Association comprised of 20,000 women bank officers or managers, organized into more than 250 local groups in the United States and abroad. The general membership elects a board of officers from it's own ranks including a President, Vice President, Secretary, Treasurer, and fifteen Regional Vice Presidents. The officers, in turn, provide policy and management guidelines to a staff, which includes an Executive Vice President, an Executive manager, the Educational Director and Administrative Director of the NABW Educational Foundation, and a variety of specialized persons.

All NABW staff are employed by Smith Bucklin & Associates, Inc., a Chicago firm which manages the activities of professional and trade associations. A number of Smith Bucklin employees work exclusively for the NABW "account," while others assist on a temporary full-time or part-time basis, depending upon program needs. For example, full-time NABW staff employed by Smith Bucklin include, among others, Phyllis Haeger, NABW Executive Vice President; Sharon Pierce, Executive Manager; Anne Bryant, Educational Director; and Sandra Cook, Administrative Director of the NABW Educational Foundation. Smith Bucklin's lawyer, mailer/printer, and conference coordinator are needed part-time on an irregular basis, while an accountant and a seminar coordinator have steady part-time work on the NABW account. As a result, NABW has eighteen part-time or full-time staff persons.

5.2 NABW Educational Foundation Staff

The NABW Educational Foundation is a non-profit corporation created by NABW as a vehicle for designing, funding and operating educational programs of assistance to or concerned with bank women. Currently these programs include the seminars sketched in Section 3.0 as well as the Baccalaureate Degree in Management Program described in Section 4.0.

The Educational Foundation is governed by a Board of Trustees, whose members are NABW officers, plus Phyllis Haeger, Executive Director of NABW. The staff of the Foundation includes the Educational Director, Anne Bryant; and the Administrative Director, Sandra Cook. Secretarial staff is hired as

needed. Bryant's responsibilities have been varied and numerous. She co-authored the original Management Degree Program proposal, participated in the search for funding and has been the principal agent negotiating with various educational institutions considering implementation of the Program. In addition, she has assisted in curriculum development with each of the cooperating colleges, and has administered the NABW/Simmons Program as its acting director during it's first year of operation. Although the Management Degree Program has been her major effort, she also has participated in the design and implementation of other programs offered by the NABW Educational Foundation. As indicated in Section 2.0, when Bryant was earlier based in Boston, she was assisted by Isabelle Pound in most implementation phases of the Management Degree Program. Pound also assumed special responsibilities for developing the network of Bank Educational Advisors, and oversaw the selection and admission process for the Management Degree Program. Furthermore, she developed Program materials and procedures including Faculty Advisor and student admission guidelines. After the Educational Foundation moved to Chicago in August 1977, Pound continued as a consultant while NABW staff in Chicago took over some of her tasks.

The regular staff of the NABW Educational Foundation are assisted by other consulting staff in carrying out particular tasks. For example, a management/counseling consultant is employed to direct each Career Management Seminar in cooperation with an experienced woman banker. As already mentioned in Section 2.0, Margaret Hennig and Anne Jardim from the Simmons graduate program in management also were hired on several occasions.

Due to the unusual nature and central importance of the Management Degree Program, the NABW Educational Foundation created a National Advisory Board for the Program. This Board is convened several times each year to monitor the implementation and expansion of the Program. The Board's membership includes both officers and staff of NABW, presidents or deans of the cooperating schools, a number of educators including a representative from the American Assembly of Collegiate Schools of Business, NABW members, male bankers, and a representative from the Carnegie Corporation of New York. (See Section 13.1 for a list of National Advisory Board members.)

5.3 Bank Educational Advisors

Due to the poor quality or lack of career counseling at many banks, the leadership of NABW for years had wanted to establish a network of women bankers who could counsel other bank women. Counselors were needed who could appreciate the special career advancement problems of women in banking and could provide information about relevant educational options available from NABW and other sources. Often a woman bank employee felt that she could not talk with her immediate supervisor about career advancement because the supervisor would be threatened. Personnel division staff or other employees within her bank were inappropriate as well, due to the sensitive nature of the information exchanged in many counseling sessions. A bank women-counselor from outside the bank hopefully could remedy these problems. An additional incentive to create a network of bank women-counselors was the need to market the Management Degree Program and recruit candidates for it. As a result, the Educational Foundation's proposal to Carnegie Corporation of New York included the development of a network of "Bank Educational Advisors."

In addition to providing general career and educational counseling, the BEAs assist NABW in marketing the Degree Program in each BEA's own banking community. Support from a student's bank for her educational endeavors is critical. She needs released time to attend courses or institutes, and she might need assistance with tuition payments and travel expenses. If her bank does not readily provide such support, the client and her BEA might need to convince the bank to establish new policies more amenable to her advancement. Since enthusiastic support from the client's immediate supervisor is likely to prove essential, the BEA can help prepare the client for talks with her supervisor.

With this role definition in mind, the Educational Foundation recruited 17 BEAs during 1975, as mentioned in Section 2.0. These BEAs have served in the New England and Mid-Atlantic states from which students are drawn for the Degree Program at Simmons College. Fifty additional bank women were selected during 1976 for BEA roles in the Midwest and the Southeast in order to serve the regions of Mundelein College and Florida State University which were planning Degree Programs. The BEAs were to counsel at regional NABW conferences whenever possible, and to work with clients referred by the Educational Foundation or its promotional literature.

Simmons Program. Besides counseling applicants to the Program, she participates in the Simmons admissions process and works with Faculty Advisors, other faculty members and administrators, and various committees. Although she may vote in these committees, she does not hold faculty standing. She also administers the individual programs of the NABW students and helps them to locate and use the resources of the College. Finally, she has general responsibility for the implementation of policies determined by the NABW Academic Advisory Board and the faculty Committee on College Policy.

Upon acceptance into the NABW/Simmons Program, the student immediately is assigned one of three Faculty Advisors: these individuals are drawn from the liberal arts divisions in order to make certain that the liberal arts are well represented. The counsel of these Advisors is particularly helpful when the student first begins the Program and is determining her individualized course-work, as explained in Section 4.0.

Five faculty committees are concerned with the NABW Degree Program at Simmons: (1) NABW Academic Advisory Board, (2) Committee on College Policy, (3) Curriculum Committee, (4) Admissions Committee, and (5) Evaluation Committee for CPL. The NABW Academic Advisory Board makes decisions about course offerings and other basic aspects of the Program. On the Board are four faculty members (including one from the Management Department), three student representatives, and one representative from a bank. Non-voting participants include the Faculty Advisors, the Program Director, the NABW Educational Director, and the Dean of the College. Decisions made by the Academic Advisory Board often must be ratified by the Committee on College Policy and the Curriculum Committee.

After applications to the NABW/Simmons Management Degree Program are processed by NABW and by the NABW/Simmons Program Office, they must be sent to the Admissions Committee for final determination. After the student is admitted, the Evaluation Committee for CPL assists and passes upon the content of the student's learning portfolios if the student seeks Credit for Prior Learning. Meeting as needed, this Committee includes the student's Faculty Advisor, the Program Director, a representative from Simmons President's office, and a faculty person from the discipline most frequently represented in the portfolio.

After the selection of the first BEAs for each cooperating college, the Educational Foundation has held regional training workshops for BEAs. In 1976, two workshops lasted two and a half days apiece. They were led by Bryant, Pound and the College Counselor from Simmons or Mundelein. The workshops imparted facts about NABW's many educational options and the best techniques for conveying this information to interested women bankers and to male bank officers. The workshops also explained the Degree Program, and provide listening, counseling, and interviewing skills. A similar workshop was held in May 1977 for the first BEAs recruited for Pitzer, and another two-and-a-half day workshop will be held for the first BEAs recruited for the likely Program at Louisiana State University.

In the Spring of 1978, NABW began an annual series of "BEA Refreshers." The objectives of the half-day refresher workshops are to train replacement BEAs and to motivate and update current BEAs. Workshops were held in Boston, New York and Philadelphia for the Simmons Program; and in Chicago, Kansas City and Des Moines for Mundelein. The selection of these cities was based on NABW's need to increase interest and activity in each area. There are now about 70 BEAs serving the above two colleges, with an additional 30 serving Pitzer College.

5.4 NABW/Simmons College Program

At Simmons College, administration of the NABW Management Degree Program is conducted by a Program Office that is placed under the Office of Continuing Education for several reasons. Since NABW students are older and working, they have more in common with the kind of student served by the Continuing Education Office than by other divisions. NABW students often complete evening courses through this Office. Continuing Education also was selected because it already had an informal network of facilitators within the College due to its prior experiences with several innovative programs. In addition, the Office is located within Continuing Education because the part-time Program Director, Louise Comeau, also is an admissions and counseling officer in Continuing Education.

Paid by the College, Comeau is responsible for all aspects of the NABW Program at Simmons. She serves as the Simmons contact for the NABW Educational Foundation, and she assists the regional BEAs as the College Counselor of the

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Simmons Program. Besides counseling applicants to the Program, she participates in the Simmons admissions process and works with Faculty Advisors, other faculty members and administrators, and various committees. Although she may vote in these committees, she does not hold faculty standing. She also administers the individual programs of the NABW students and helps them to locate and use the resources of the College. Finally, she has general responsibility for the implementation of policies determined by the NABW Academic Advisory Board and the faculty Committee on College Policy.

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6.0 PARTICIPANTS

The women bankers who participate in the NABW Management Degree Program represent a diversity of ages, educational backgrounds, and banking experiences. Chart IV gives some relevant statistical information about the participants.

6.1 Career Objectives of Participants

The reasons students chose this demanding Program varied from individual to individual. Some women simply wanted the credential in order to satisfy rigid promotional formulas, while some others realized that they needed both the credential and new skills in order to gain promotions in their banks. Many of the participants had already taken coursework toward a BA degree and were attracted to the Degree Program because its concentrated schedule would allow them to complete their degrees quickly. Yet another group have been confined to single specialties (like computer services) within their banks, and wished to diversify their knowledge and skills in order to move to a different department or be considered for higher managerial positions.

Although the Degree Program is designed specifically to compensate for differences between men and women in their backgrounds and attitudes, only a few women have cited this design as their primary reason for entering. However, it often has been given as a secondary reason. Before taking any of NABW's seminars or programs, bankers of either gender are unlikely to be conscious that sexual bias is widespread within the industry. After participation in one of NABW's seminars, however, many individuals begin to rethink their immediate situation in their banks especially the treatment of women.

NABW's seminars and programs also induce participants to think about patterns in their personal lives and their long-run career goals. As a result, a few of the participants in the Degree Program have made major changes in their career plans. These women are even considering entering distinctly different careers outside of the banking world, for example, publishing or journalism. Other students have reported changes in their attitudes and plans for their careers within banking.

6.2 Examples of Students in the Simmons Degree Program

Judy Anonymous, a member of the first entering class, was an Executive Secretary at a large metropolitan bank when she first read about the NABW

CHART IV

Statistical Profile of Participants

NABW Baccalaureate Degree Program in Management

	SIMMONS COLLEGE			MUNDELEIN COLLEGE	
	Class I January 1976	Class II January 1977	Class III January 1978	Class I January 1977	Class II January 1978
I. Background Data					
1. Age Range	24-54	24-48	24-50?	23-47	24-50?
2. Average Age	37	31	29	32	30
3. Years in Banking	2-36	2-27	2-30?	1-24	1-25?
4. Years of Previous College	0-3½	0-2½	½-3½?	0-4	1-4?
5. No. of NABW Members	Half				
6. No. of States Represented		3		5	
7. No. of Banks Represented	16				
II. Admissions Data					
1. Inquiries	125	65		140	
2. Preliminary Applications	60				
3. Final Applications	40				
4. Accepted into Program	37				
5. Entering Class Size	26	15	18	16	15
6. Leaves-of-Absence	5				
7. Withdrawals	3				

Management Degree Program. Like many women to whom she later described the Program, Judy had become a secretary with no career plans because she was married. After ten years, she was divorced and felt increasingly trapped when she looked forward to supporting herself for the next 35 years as a secretary. As part of her work routine, she was opening the mail of her male supervisor one day and came upon an NABW brochure describing the Program. Because Judy feared she would remain trapped in lower level positions unless she earned a bachelor's degree, she immediately asked her supervisor if she could apply to the Program. She viewed higher-level positions as offering more job responsibility and satisfaction as well as more financial remuneration. Although her supervisor was supportive, the bank required Judy to compose a detailed and time-consuming memo to demonstrate that the NABW Program was more cost-effective than the evening school program she had entered. She succeeded in convincing the bank, which now pays her tuition and travel expenses and gives her time off for the Management Institutes.

During her negotiations with the bank, Judy was counseled by Anne Bryant from the NABW office in Boston and by a BEA in New York. She also took exams and spoke with Isabelle Pound when she flew to Boston for her initial interviews. She was unable to earn any CPLs because she had no applicable experiences during the ten years that she was a secretary. However, she did have two years of college in Texas as well as her evening courses at New York University. The Program gave Judy transfer credit for much of this prior coursework. She currently is taking additional courses at Hunter College.

The most difficult adjustment for Judy at Simmons was viewing herself as being the equal of women and men bank officers several ranks "above" her secretarial level. She soon discovered, however, that they all shared similar goals and concerns. Another challenge was to maintain the total commitment required to complete the intensive assignments at the Institute. On the other hand, an unexpected benefit of the Program has been the high quality of the coursework at Simmons and the basic skills she has learned which have proved invaluable. Her only reservations about the Program are that the Institutes are given at a poor time in her work year, the independent study courses are difficult to accomplish over long distances, and the curriculum places too much stress on marketing courses.

After Judy had been in the Degree Program a few months, her bank promoted her to management trainee. In this role, she is being given

experience within each department of the bank. Currently, she is functioning as a Correspondent Banking Representative, a responsibility so unlikely for a former secretary as to be considered a major career change rather than normal career development. Judy claims that her unusual promotion would not have happened without her participation in the NABW/Simmons Program. In fact, the Program and her career change have involved major shifts in all aspects of her life. Although the process of adjustment was sometimes traumatic, the consequences have been highly positive. As a result, she is very enthusiastic about the Program.

Margaret Hux, the Second Vice President and Training Director of the First National Bank and Trust Company of Macon, Georgia, is a member of the first entering class of the NABW/Simmons Degree Program. She is 54 years old and has been with her bank for 18 years, rising to her current position from her original secretarial job. In addition to being a graduate and active promoter of the American Institute of Banking, she was instrumental in forming the NABW chapter in Macon and serves as a Bank Educational Advisor (BEA) for NABW. Moreover, she is a trained leader for the Career Management Seminar. At the time that the Degree Program was first being developed, Hux won an NABW scholarship and decided to use it to enter the Program. She wanted the personal satisfaction of this educational achievement and considered the Program necessary professionally. More recently, her bank has provided her with complete financial support including tuition, fees and transportation costs, and pays for her local courses according to the grades she receives.

Ms. Hux already had an A.A. degree in science and was able to transfer most of her A.A. credits toward the Simmons degree. Furthermore, she received approval for the CPL maximum of 24 credits for articles she had written, marketing research she had done on safe deposit boxes, and for an economics study that was published and won her a contest award. She says that the qualifications for CPL are demanding, but she received "marvelous support and enthusiasm" from her advisors in her documentation efforts.

The most difficult adjustment for Hux was to give up leisure activities and to discipline herself to study. Furthermore, as a pilot effort, the Program understandably has administrative problems that produce a high level of anxiety among students. On the other hand, Hux is excited about the cohesive nature of the Program's study groups and their lesson in mutual support. She

sees the Program as an excellent opportunity to combine schooling with job responsibilities so that the skills and knowledge gained can be used immediately. The Program is highly pressured, but its demands are in keeping with its highly regarded degree, and the quality of instruction is exceptionally high. Although the Program will not necessarily lead to a major job change for Hux, she feels that the Program has helped her career because it is "making me better in my immediate job."

Carroll McCue of the first class in the NABW/Simmons Program, is a Systems Research Officer with the First National Bank of Boston. Ms. McCue read about the NABW/Simmons Degree Program in an article published in the Sunday Boston Globe. She decided to enter the Program because she observed that most of her friends and employees entering her department at the bank had degrees and she believed that a degree would make a difference in advancement. She even took a course at Simmons before beginning the Program. The head of her division in the bank and her immediate boss have been very supportive although some other executives in the bank are less positive about the Program. The bank reimburses her tuition and splits Institute time between vacation and release time.

Ms. McCue is earning 12 CPL credits by documenting her prior work in developing a computerized savings system. The documentation took her about 30 hours and was not difficult. In addition, she obtained 32 transfer credits from a year she spent in college and another 36 credits from courses at other places including a business school. She is doing an independent study project.

Like many other participants, McCue feels that the most difficult adjustment in the Program has been learning how to allocate her time properly. She wishes that some of the Program courses were more relevant to banking specifically and were offered at more convenient times. Also, she believes that the Program should have a minimum requirement for transfer credits since she thinks that the Program would be quite difficult to complete without them. She found the Human Behavior course to be the most exciting part of the Program although some of its assignments were difficult for her. The discussions of women's problems have been interesting and she feels that women do need to learn how to work better in teams. The Program has enabled McCue to discover other women with similar interests including a number of individuals in her own bank. She likes the intensive nature of the Management Institutes and credits them with having substantially increased her understanding of

general management. At this time, she is uncertain if the Program will actually result in her promotion to a managerial position.

Mary Ann Dennison, a member of the second entering NABW class at Simmons, is an Operating Standards Assistant at the Shawmut Bank of Boston. She was enrolled at Boston University (BU) working on a business degree when she learned about the Degree Program through the personnel department of her bank. Since the Simmons degree appeared more relevant to her career plans, she sought admission to the Simmons Program. Although her bank had already sponsored another student in the NABW/Simmons Program, the bank agreed to sponsor her if she qualified. The bank has monitored her closely and supported Dennison financially because she has had a grade average of "B" or better. She is not earning CPL credit, but was able to transfer 16 credits from her former BU program and an additional 9 credits from courses she had taken at Madison College.

Taking courses at Simmons between Management Institutes as well as during them, Dennison has found most of her professors to be very supportive of her as an individual and of the NABW program in general. On the contrary, the regular Simmons undergraduates initially did not know what to make of an older student who came to class dressed-up in business attire. After adjusting to each other, Dennison feels that both she and the younger women have benefited. The Management Institutes themselves have women more like herself, but are too pressured to be "much fun." However, the concepts gained from the Institutes, especially from the case studies, have excited her because they are most applicable in her bank work. For example, she now understands balance sheets and reads the Wall Street Journal regularly. Although she feels that the women's issues are "over-emphasized" in the Program, she has found the interpersonal skills useful and the Program's pressure has raised her tolerance for heavy workloads and interpersonal tensions. Ms. Dennison is frustrated that more people at her bank do not understand the nature of the Program, especially the effort it demands from its participants.

Ms. Dennison believes that her bank had not anticipated the new skills she has learned in the Program, and consequently is not sure what to do with her in terms of promotion. However, she has no doubt that the Program is worthwhile for her personally as a test of her motivation and ability.

Linda Anonymous is a member of the second NABW/Simmons class and is a leading vice president of a large metropolitan savings bank. Linda wanted to

enter the Program because she noted that all her male counterparts at the bank are college graduates. Given her position, she needed to convince the bank president of the value of the program since he is her supervisor. This was not difficult since he thought that her degree credential would give the bank a better standing professionally. The bank is paying for all her expenses in exchange for her agreement to stay with the bank for five years after completion of the degree because the bank's short-run investment in this program is greater than in its other educational programs. Family support also was vital for Linda. Since she had helped put her husband through school, he agreed to the Program, but it required a significant adjustment in their living pattern.

Linda is receiving no transfer credits, but is earning 24 CPL credits. These credits are in economics and management because she had completed 8 very substantial papers while in banking school. A major adjustment in the Program has been the frustration of dealing with the rigid college policies, which even extend into non-curricular matters due to the remnants of in loco parentis. She has found collegiate institutions less flexible than business firms. Maintenance of her bank work also has proved difficult given the time constraints of the Program. For Linda, the Program's most exciting aspect is the ability to take the (liberal arts) courses for fun without the pressure of the Institutes. This enables her to do the things that her associates only talk about doing! She would not change the Program from its current intensity.

Since Linda is already a top bank manager, the only promotion possible would be to become a bank president. She says that the Program has made her feel more equal to top bank executives and more capable of becoming a bank president. Thus, she thinks the Program is achieving its purpose of making its participants feel less confined.

Rena Wright, a Branch Manager at the First National Bank of Boston, had been taking exploratory courses at Northeastern University for several years. Shortly before she learned about the Program from the NABW Journal, she had decided to concentrate her studies on management. After making time arrangements with her family and the bank, she became a member of the second entering class of the NABW/Simmons Program.

The "First" lets each of its divisions decide if and how to finance the continuing education of employees. Initially, Wright's division refused to provide her any financial support for the Program. After paying her own tuition, she learned that two other Program participants from her bank were

receiving full reimbursement from their divisions. With support from these women as well as a cost-benefit analysis of the Program, she was able to convince her division to provide financial assistance.

For her studies at Northeastern University in liberal arts and management, Wright received 16 transfer credits. She hopes to obtain additional credits for her earlier participation in bank training programs. However, since the NABW/Simmons Program lacks a faculty member knowledgable in bank training, she and some other participants fear that they might not receive full recognition for prior learning in banking. She also feels that information on the CPL procedures ought to be explained at least a semester before the first Institute. This would give students more time to prepare CPL proposals; ideally, proposals would be completed prior to the first Institute.

A most important feature of the Program for Wright has been exposure to women from a variety of levels and positions in banking, and to the regular Simmons undergraduates. Moreover, the Program has improved her work, and contributed to The First's decision to have her manage a larger branch. She anticipates additional promotions in response to her continuing personal and professional development through the Program.

7.0 FUNDING

7.1 NABW Educational Foundation Budget

The NABW Inc. and the NABW Educational Foundation had combined incomes of $1,305,147 during their 1976-77 fiscal year. Their major sources of income included: (1) NABW membership dues, (2) fees charged for various publications and educational programs, (3) contributions by banks and NABW members to the NABW Educational Foundation, and (4) grant money from the Carnegie Corporation of New York and William H. Donner Foundation. The availability of multiple funding sources has proved important during the implementation of NABW pilot programs. For example, contributions to the Educational Foundation paid the salary of Bryant, who in turn played a major role in raising the Carnegie grant which paid Pound's salary and many other expenses of the Degree Program experiment.

During its 1976-77 fiscal year, the Educational Foundation raised $666,000 from the sources indicated in Chart V below. These figures are near the goals set by the Foundation for that year. In the future, however, the Foundation intends to rely increasingly on seminar fees and grants from other foundations rather than contributions from banks.

Chart V

NABW EDUCATIONAL FOUNDATION INCOME FOR 1976-77 FISCAL YEAR

Source	Amount	Percent
NABW from member dues		29%
Contributions by banks		11
Donations from NABW groups & members		3
Funding agency grants		28
Fees from Foundation Seminars		24
Fees from the Management Degree Program		4
		100%

The largest Foundation expenditures were made for developing, marketing and evaluating seminars (30%). The next largest amount was spent for the Management Degree Program (22%). New program development accounted for 18%

of funds spent, administrative expenses for 14%, and educational counseling for 9%. The remaining expenditures were for legal, financial and communication expenses.

7.2 Grant from Carnegie Corporation of New York

Many of the NABW Management Degree Program expenses were defrayed by $289,900 in grants from the Carnegie Corporation of New York. In August 1974, the first grant (for $232,000) was awarded jointly to the NABW Educational Foundation and Simmons College, but was administered by the Foundation. A supplemental grant of $57,900 was awarded to the Foundation for a third year that ended in the fall of 1977.

The grants required some matching funds from the Educational Foundation in order to fully cover the costs of establishing the Management Degree Program. The greatest part of these matching funds was the salary of the Foundation's Educational Director and her administrative funds. The Carnegie funds were used for BEA training, Degree Program expenses such as faculty visits to model institutions, and the College's first year administrative costs. Also, a considerable sum has been spent on publicity and recruitment materials. Some carry-over money was left at the end of the second Carnegie grant because the selection of cooperating colleges progressed at a slower pace than anticipated in the Foundation's budget. This money is being spent for BEA training, Pitzer faculty orientation, National Advisory Board expenses, and the selection of the final college.

7.3 The Management Degree Program

The NABW Management Degree Program has been financed by a combination of funds from the NABW Educational Foundation budget, the Carnegie grant, and tuition and fees paid to cooperating institutions. Each school has been given a $6000 mini-grant from Carnegie funds as "seed" money to defray start-up expenses before its first Institute. This tangible link between NABW and each school has provided a degree of leverage for the NABW in program decisions.

The Educational Foundation has paid for many of the Program's administrative and start-up services. Among others, these services included the development of an extensive BEA counseling system, specialized training for counselors and faculty in cooperating institutions, and

coordination of the Program through the activities of the NABW Educational Director's office. NABW also has taken primary responsibility for the costs incurred by student recruitment, which includes considerable marketing activity and promotional materials. Although NABW will continue to be involved in recruitment, the Association expects each cooperating college to assume increased responsibility for the implementation and costs of its particular recruitment program.

8.0 COOPERATING INSTITUTIONS

One of the most noteworthy aspects of the NABW educational programs is their cooperative nature. Most of the seminars described in Section 3.0 involve collaboration between the Association and individual banks. In the case of the Management Degree Program, three-way cooperation is necessary including not only the NABW and the banks employing the Program's students, but also Simmons, Mundelein and Pitzer Colleges. Some of this three-way cooperation is evident in Section 2.0, the history of the Program, and in Section 4.0 which describes the Degree Program at Simmons College. This Section elaborates upon NABW cooperation with banks, and briefly describes the Degree Programs at Mundelein College and Pitzer College as well as the satellite campus concept.

8.1 Cooperation with Banks

The NABW educational programs require assistance from banks in the form of general support for the programs and aid to individual bank women in their career advancement. NABW asks that banks provide general assistance by:

1) encouraging personnel departments to learn about NABW educational programs and convey the information to all bank employees, especially bank women;
2) agreeing to offer the NABW seminars (see Section 3.0 for descriptions of the seminars); and
3) contributing funds to the NABW Educational Foundation for general support (see Section 7.0).

NABW also requests that banks assist individual women bankers by giving women the same opportunities for advancement as are available to men bankers. Furthermore, the Association expects banks to provide released time for career-related educational activities such as the NABW seminars and Management Degree Program.

As mentioned in Section 2.0, the American Bankers Association had refused to support NABW's educational programs in 1973 because ABA considered the existing courses and seminars of the American Institute of Banking to be adequate for women bankers as well as men. Since this attitude was not uncommon in the banking community, NABW has had to convince many banks that they should provide general support to the NABW educational programs and change bank policies in order to make them more amenable to the career

advancement of women bankers. In particular, many bankers (including some women) have not accepted the fact that women bankers require special programs. (Sections 1.2 and 1.3 give the basic rationale for special programs.) To make matters worse, many bankers are reluctant to implement special programs for fear that they will highlight past inaction on Affirmative Action and possibly inspire EEO suits against their banks. Suits against the Bank of America and the Bank of California, among others, have resulted in court directives to banks that timetables and quotas be set for the placement of women and minority employees into more managerial positions. As a result, NABW must promote and implement its special programs in a sensitive manner.

In order to change the attitudes of non-supportive bankers, NABW representatives not only elaborate upon the special needs of women bankers, but also argue that:

1) The Association has a long history of commitment to the improvement of banking as much as or more than to the advancement of women.

2) Women are an underutilized resource in banks; if given appropriate preparation and opportunities, women will increase the productivity of banks.

3) Assisting the advancement of experienced women in the industry frequently is more cost-effective than bringing new women or men into banks, regardless of the educational preparation of the new hires.

4) The attitudes and general management skills taught in NABW programs do not duplicate the content of established programs like those offered by AIB because most of the existing programs teach only specific banking skills.

5) NABW programs are designed to cause minimal disruption in a bank's routines for its employees, and certainly cause no more inconvenience and cost than the advanced banking school programs to which banks send higher-level officials (who are almost all men).

6) The encouragement of women employees "presents a positive public image" in response to social change and constitutes "a very positive employee relations move." (This language is the only implication of an Affirmative Action argument in the NABW's approach to promotion.)

In order to promote the B.A. program, NABW officers and Anne Bryant have visited a host of local banks since 1974, beginning with the banking community in the Boston/New York region in order to gain support for women applying to the Management Degree Program at Simmons College. Later, NABW

focused its efforts more on banks in the Midwest, Southeast and Southwest in conjunction with the initiation of Degree Programs at Mundelein College, Pitzer College and Florida State University.

During its promotional efforts, NABW has been assisted by bankers on the NABW National Advisory Board for the Management Degree Program. Their viewpoint is summarized by Board member James Carroll, Vice President for Organization and Personnel at the State Street Bank and Trust Company in Boston. Carroll emphasized that the banking and financial industry pays more for employee educational assistance than any other industry, as The Conference Board documented in Education in Industry by Seymour Lusterman. However, NABW must convince most banks that its particular programs are worthwhile because many bankers have doubted the cost-effectiveness of these programs as compared to more-established training alternatives. When banks such as State Street have made systematic comparisons, they have concluded that the Management Degree Program has decided advantages. Furthermore, State Street and other banks found that they were not inundated with women employees seeking entry to the Program, unlike what the banks feared when they began publicizing the Program; the rigor and demands of the Program resulted in self-selection after women made initial inquiries. As to discrimination and the special needs of women, banks generally are following paths of least resistance rather than being highly progressive. There is no doubt that the NABW special needs premise is still controversial--some bankers even wonder why the NABW exists! Overall, however, the trend is in the direction of increased cooperation with the NABW Educational Foundation.

8.2 Mundelein College

Mundelein College in Chicago approached NABW to be the base for a Midwest regional Degree Program because Mundelein had extensive experience with adult education in addition to an ongoing program in management education for women. Mundelein also emphasized liberal arts ". . . as a foundation for career preparation." The NABW/Mundelein Degree Program brochure elaborates the College's appeal in the following statement:

> Founded in 1930, by the Sisters of Charity, BVM, Mundelein has continued its commitment to the education of women for 45 years and remains a women's educational institution. A pioneer in continuing education,

> Mundelein was one of the first institutions in the Midwest to establish a degree program for women returning to college. In addition to the Continuing Education Division, Mundelein offers a Weekend College in Residence geared to the needs of working adults.
>
> . . . The College's small enrollment (1400) permits faculty and advisors to devote attention to individual needs.

According to the NABW/Mundelein Program Director, Ann Matasar, the Program was acceptable to Mundelein because the College already had a management program for undergraduates and was receptive to programs that help women in executive positions. Since people with MBA degrees often are preferred in these positions, Mundelein arranged for qualified graduates from any of its management programs to pursue a Master of Management degree in the Executive Masters Program at Northwestern University. Some NABW Program graduates were expected to take advantage of this cooperative arrangement, thereby strengthening the ties to Northwestern. Finally, the NABW Program posed a minimum financial risk to the College which anticipated operation on a "break even or better" basis.

In March 1976, the NABW National Advisory Board adopted the Mundelein proposal. Three faculty members visited the Management Institute at Simmons College during August and then prepared to hold Mundelein's first Management Institute in January 1977. Matasar reports that the Program was implemented smoothly due, in part, to the lessons of the Simmons experience. Unlike the Program Director at Simmons, Matasar had the power to set policy and select faculty participants, a task she carried out with great care. She also paid particular attention to the physical logistics of the Institute and made every effort to make the 16 bank women who entered in January feel at home.

The Program format at Mundelein is somewhat less complicated than the pilot Program at Simmons College. The Management Institutes constitute the full residency requirement as well as all 42 of the credits needed for the management major. The Institute curriculum is the same as Simmons except for minor differences such as Mundelein including the microeconomics course in an Institute rather than requiring students to take the course between Institutes. In addition to the 42 Institute credits, Mundelein students must obtain 78 credits for elective courses and activities. Up to 78 of these credits can come from Mundelein's equivalent of Credit for Prior Learning called "Credit for Academically Relevant Experience." On the average CARE accounts for about

18 credits. Transfer credits are given for past coursework, and Mundelein also accepts credit that is awarded through the College-Level Examination Program (CLEP). Beyond these sources of credit, students must take courses between Institutes. If students live outside the Chicago area, as six of the first class do, they may take whatever they wish at local colleges so long as these courses receive prior approval from the Program Director. Chicago-area students must complete their credits by means of Mundelein courses. This requirement causes little or no difficulty because Mundelein's Continuing Education division offers courses in late afternoon, evenings and weekends during four different terms. As shown in Chart VI below, the Mundelein Institute fees are comparable to those of Simmons, while the tuition for additional courses is lower at Mundelein. By contrast, the fees for both Institutes and courses are higher at Pitzer College.

CHART VI

NABW MANAGEMENT DEGREE PROGRAM

Comparative Charges to Students

	SIMMONS	MUNDELEIN	PITZER
1. Application Fee to College (Once)	$ 20.00	$ 15.00	$ 20.00
2. NABW Fee (per semester)	45.00	45.00	45.00
3. Institute Fees: Tuition & Room/Board (per semester)	774.00	800.00	1143.00
4. Institute Cost (per year)	1638.00	1690.00	2306.00
5. TOTAL COST (6 Institutes)	4914.00	5070.00	6918.00
6. Fees for Additional Courses			
a. Per Credit	129.00		
b. Per Course (4 credits)	516.00	225.00	529.00
7. Other Costs		$5.00/term (activity fee)	

8.3 Pitzer College

The NABW/Pitzer Degree Program proposal was approved by the Educational Foundation's National Advisory Board in Janaury 1977. According to a Pitzer brochure, the College:

> . . . was founded in 1963 as the sixth member of the Claremont Colleges. As one of this distinguished consortium of collges, Pitzer College is able to provide resources more substantial than any one small college could support, while preserving the intimacy and independence which the Claremont Colleges believe foster educational excellence. Still a young institution, . . . the college has grown to a coeducational enrollment of more than 800 students and a faculty of close to 70. It is located 35 miles east of Los Angeles near the foothills of the San Gabriel Mountains.

The Pitzer curriculum for the Degree Program meshes four academic "streams" with three "unifying conceptual themes." The streams include: (a) economics, (b) general management and organization, (c) liberal arts, and (d) technical skills for financial management. The "themes" correspond to the three years of the Program's duration and include the following: (1) Money and Motivation (Institutes I and II), (2) Conflict and Cooperation (Institutes III and IV), and (3) Continuity and Change (Institutes V and VI). Besides the foregoing interdisciplinary format elaborated in Chart VII, the Program at Pitzer differs from the other cooperating schools by a somewhat stronger emphasis on the liberal arts.

Pitzer College was prepared to accept the prior learning concept since the college already operated a continuing education program for adults known as the "New Resources Program" which includes a credit for life experience option. Completion of an "Experiential Learning Project" will earn the student a maximum of 4 courses or 16 units of credit for prior learning.

According to Jim Jamieson, Vice President of Pitzer, the College was willing to establish an NABW program because it was consistent with the objectives of the College. The NABW Program fit nicely into a new "Organizational Studies" major, and the emphasis on women's concerns was similar to the current philosophy of the Pitzer faculty. Seven or eight faculty members were involved in the formulation of the NABW Program proposal, and an ad hoc faculty committee of six met during the summer of 1977 to prepare the course outlines. Five faculty members are prepared to teach during the Institutes. The Pitzer Program currently has a half-time College Counselor and a part-time Director, who is on release time from faculty responsibilities.

The greatest concern about the Program at Pitzer is the recruitment of students. Due to the small number of applicants, the first Institute was postponed from January 1978 to June, by which time Pitzer and NABW anticipated

CHART VII

Tentative Curriculum for Pitzer Management Institutes

	Institute	Economics	Management and Organizations	Liberal Arts	Skills
Money and Motivation	I	Money: National (24 hrs.)	Motivation and Personality (12 hrs.)	Riches and Character in Film and Literature (12 hrs)	Finite Mathematics (12 hrs.) Writing (2 1/2 hrs.)
	II	Money: International (24 hrs.)	Personnel and Managerial Psychology	Political Philosophy and Money	Finite Mathematics Accounting Writing
Conflict and Cooperation	III	Macroeconomics (24 hrs.)	Women at Work	Bureaucracy: A Comparative Study	Accounting Statistics and Computers
	IV	Microeconomics (24 hrs.)	Risk Taking and Decision Making	Codes, Communication and Control	Statistics and Computers
Continuity and Change	V	Applied Economics (24 hrs.)	Organizational Studies	Business and Social Responsibility	Methods for Organizational Research
	VI	Integrative Seminar (24 hrs.)	Organizational Change and Development	Business and Social Responsibility	Career and Organizational Development

admitting the minimum of 18 students needed for the Institute to operate. In order to convince banks to invest in their women employees who want to enroll in the Program, Jamieson joined NABW personnel in visiting banks throughout the West. Pitzer also has decided to open the Program to non-bank students, both men and women, if enough bank women do not apply. Such a departure from the original vision of the Management Degree Program required NABW approval. Twenty-five students were admitted in June excluding 18 bank women and 5 men. NABW and Pitzer are enthusiastic about the interdisciplinary curriculum of the Pitzer Program and the prospects of their continued collaboration.

8.4 Satellite Colleges

Arrangements have recently been made to establish a satellite campus for the Mundelein Program at Drake University in Des Moines, Iowa. Drake will serve Mundelein students by providing evening and weekend course work for the women bankers who reside within commuting distance from the University. These women will attend the two week sessions at Mundelein, but will have a "second home" at Drake, where they also will be provided with an academic advisor. Moreover, NABW is now working toward moving the entire admission procedure to Drake so that students from this area do not have to make the trip to Chicago for testing and the final interview.

Since bankers in the Des Moines/Council Bluffs area are more familiar with Drake than with Mundelein, the appeal of the Program to local employers will be enhanced. Drake will also benefit, since many Program participants will be taking the greater percentage of their undergraduate course work at the satellite campus.

NABW is now evaluating proposals from a number of colleges which wish to be satellite colleges for either Simmons or Pitzer. Additional satellite locations are thus likely to be established soon.

9.0 PROGRAM REPLICATION

According the the Carnegie grant, NABW and Simmons were to make information about the Management Degree Program available to other organizations which might wish to establish similar programs. Although there have been more than 1200 inquiries concerning the Program, NABW knows of no similar program in operation at this time. Within Simmons, however, the two-week intensive institute has been imitated. Summer institutes have been given in the fields of Children's Literature and Educational Management for Secondary School Teachers. Moreover, Simmons is considering the establishment of a Nursing Institute.

NABW Educational Director Anne Bryant indicates several major concerns for any association or educational institution wishing to replicate the Management Degree Program. These concerns include: (1) reputation of the management and liberal arts faculties, (2) the faculties' attitudes towards women, (3) attitudes toward making money from the program, (4) selection of appropriate students, and (5) the association's commitment.

The reputation of the management faculty is critical to a successful cooperative program because the banks and the women bankers must be convinced that their tuition and time investment will result in greater management skill. The reputation of the liberal arts faculty is important in providing a credential which is viewed as representing a general education appropriate for top executives. During Bryant's investigations of various schools, she found it relatively easy to determine the reputation of faculties. Unfortunately, a number of schools which had an excellent reputation in either management or liberal arts were found to be weak in the other field.

The faculties' attitude towards women proved to be a more difficult concern. Initially, Bryant would attempt to convince schools with good reputations that they should take greater account of the special needs of women. After much effort, however, she decided that faculty members and administrators who must be convinced would not implement as effective programs as educators who already agreed with the premise. This allowed her to make a decision in the first round of interviews. In the cases of Simmons and Mundelein, the decision was easy because the Collges were women's institutions with long histories of acting on the special needs premise. Although NABW had been hoping to find a public institution for its Program on the West Coast,

the Association selected Pitzer because the management faculty of this co-ed institution immediately understood and agreed with the premises and focus of the program.

The attitude of a school towards making money from the Program is important because the Program is not likely to be an immediate money-maker. Substantial commitment of faculty and administrative time is required to establish the Program, and recruitment of students requires significant efforts on the part of both the institution and the Association. Although the Program probably will become self-supporting within several years, and might even generate a surplus, no school should begin planning a program anticipating that surplus. As a result, an institution should be committed to the Program for its own sake.

The selection of appropriate students is a major task because of the need to mesh the needs of banks, cooperating colleges, and students. As indicated in Section 4.8, students must have active backing from their employers and families. Moreover, students must be well prepared to handle the Program's intensive schedule.

In order to work out the necessary cooperative arrangements with schools and employers and to recruit appropriate students, the association involved must have a long-term commitment to the program. Any educational institution which is contemplating collaboration with an association must be assured that it will continue to be an active promoter with employers, members of the association, and other potential clients. Finally, the association must take the lead role in raising funds from its own members, the industry, and other sources such as foundations in order to provide seed money for new programs and to make up the differences if and when a program is not self-supporting.

10.0 EVALUATION

10.1 Formal Evaluation Mechanisms

The original Carnegie grant for the Management Degree Program made jointly to NABW and Simmons College stipulated that a program evaluation was to be undertaken by NABW. In addition, NABW planned to evaluate the Program in order to lean how well it served students and is being integrated into the cooperating colleges. The NABW evaluation is being conducted by Educational Director Bryant and two faculty persons from Simmons--a psychologist with evaluation expertise and a professor who has been active in Credit for Prior Learning. These evaluators have developed questionnaires for students, faculty members in general, Faculty Advisors, and Simmons administrators.

Simmons College is conducting its own three-year review of the Program to determine if it will be continued at the College. In addition, Simmons will review the Credit for Prior Learning process to assure that it is maintained at a high level of academic quality. The Simmons' Evaluation Committee consists of five faculty members who will be working closely with the faculty's Curriculum Committee and the Committee on College Policy during the course of the evaluation. Some degree of mutual cooperation is expected between the evaluative efforts by Simmons and NABW.

10.2 An Informal Evaluation

Since no formal assessments of the NABW/Simmons Program are currently available, we can only provide informal evaluations. The following remarks were gleaned from interviews with the NABW staff, Simmons faculty and administrators and Program students listed in Appendix C.

1. All of the people interviewed indicated that the creation of the Management Degree Program was an impressive accomplishment. With some assistance from consultants, NABW developed the vision of a most unusual cooperative venture including a network of peer counselors (the Bank Educational Advisors) and cooperative undergraduate educational programs combining liberal arts and management courses. The NABW Educational Foundation then convinced Simmons College to be the pilot institution, and obtained funds for the experiment from Carnegie Corporation of New York. The peer counseling system was established, along with a national publicity campaign aimed at

bankers of both sexes. During a year of successful operation at Simmons, additional collaborative programs were arranged with Mundelein and Pitzer Colleges. So far as we can ascertain, the administrators and faculty in the three colleges are positive about the cooperative ventures, and are working to see that they become permanent programs. The NABW staff, the BEAs, and the bank women/students are very committed to further development of the innovation.

2. Everyone interviewed made some comment about the demanding nature of the Program for both students and faculty. The demands are greatest during the Institutes which not only are very intense, but also require much preparatory and follow-up work. Furthermore, the concentrated format of the Institutes does not allow any margin for possible delays due to uncontrollable factors, such as January blizzards causing postponements in the arrival of students. While some interviewees feel that the demanding format is necessary given the constraints on full-time employees who wish to be students, other participants stress that the intensity of the Program should be reduced somehow. For example, one person suggested that the Program have three less-intensive Institutes each year.

3. Credit for Prior Learning remains controversial. Its documentation process can be very complicated and time consuming for both students and faculty. Some Simmons faculty would like to see the CPL process extended for use by other continuing education students, but other faculty members are opposed to any expansion of the option. No one is speaking of eliminating it.

4. At the inception of the Simmons Program, many faculty members feared that their liberal arts degree would be diluted by the management emphasis and lack of foreign language in the NABW Program. This fear has been mitigated by the attitudes and high performance of the Program's students. In fact, one faculty member stated that NABW students seem to be more aware of the value of a broad education than the regular undergraduates. The NABW students have been especially appreciative of the interdisciplinary courses like the review of American literature with different images of entrepreneurial industrialists.

5. In addition to combining liberal arts and management education, the Program has incorporated training in attitudes and behaviors like assertiveness and teaming. These attitudes and behaviors are less common among potential women managers than men aspiring to management. With minor exceptions, the

NABW, the Colleges, the banks supporting participants, and the bankwomen students have been pleased with this mix. However, the mixture has proved impossible to sell to many schools and bankers. Since most management educators have worked mainly with male students, they neither see a need for the behavioral training NABW requests nor want to make the effort to incorporate such training in their existing curricula. Similarly, most banks are ambivalent concerning liberal arts, which are thought to be of questionable economic value in this age of unemployed college graduates. Most important perhaps, the women's movement itself, as well as male personnel and training managers, remains divided concerning whether women have special needs requiring tailored programs, or should participate in the same programs used by men for career advancement. As a result, NABW not only must continue its publicity campaign to obtain new recruits, but also must watch that some of the schools, banks and women apparently "in the fold" do not leave it.

6. Continuing administrative concern is the problem of fixing responsibility for each aspect of the Program. Sponsored by NABW and partially supported by banks, the Program is administered under the Simmons Office of Continuing Education, taught primarily by Management faculty, and approved by liberal arts faculty. The interrelationships among these bodies are complex, and no organization chart exists (for good reason as we found when we attempted to make one for our readers). Since the demarcation of responsibilities sometimes is unclear, leading personalities have played the central role in determining the details of Program content and implementation.

7. In a few cases, such as the admission of students, the delineation of responsibilities among the five collaborating bodies has been handled by requiring the approval of all five. The result is a process which some participants find cumbersome.

8. The faculty and administration norms for dealing with students have been shaped by past experiences with the Simmons student body, which has consisted mainly of residential students straight out of high school. Consequently, the norms and regulations have a flavor of "in loco parentis." Everyone is agreed that many of these norms are inappropriate for older students, especially the fully-employed adults in the NABW Program. However, out of habit, faculty and administrators sometimes treat the continuing education students in the same manner as residential students. Moreover, it is difficult to justify creating two sets of regulations when the NABW students are a small

minority within the minority of continuing education students.

9. Everyone interviewed responded very positively about the character of NABW students. They were observed to be well-motivated, mature, and enjoyable to teach. One person noted that since they are older students, they distinguish real chauvanism from mere ideology, and they are used to working cooperatively instead of displaying the haughty independence of many undergraduates. As a result, the students in the NABW Management Degree Program are seen to be a real asset to Simmons College.

11.0 FUTURE POSSIBILITIES

The Management Degree Program is a most unusual accomplishment. Catalyzed by the NABW Educational Foundation, this collaborative venture includes representatives of ten different gorups: (1) a professional association, (2) staff employed by Smith Bucklin and Associates, (3) college administrators, (4) management faculty, (5) liberal arts faculty, (6) bank personnel directors, (7) women bankers, (8) their bank supervisors, (9) other bank women acting as peer counselors, and (10) funding agencies. As already mentioned in the informal evaluations, the Program is a major achievement because it combines liberal arts, management education, and training in attitudes and behaviors less common for women than for men. During the development of the Program, the NABW Educational Foundation had difficulty finding people excited by the vision of the Program and by the challenge of making it a reality. To maintain the cooperative effort and its unusual interdisciplinary curriculum will remain a major challenge. In fact, the challenge is so great that some participants fear for the survival of the program if anyone other than the Carnegie Corporation withdraws.

With the Carnegie seed money ending, the colleges collaborating with NABW are taking increased responsibility for their programs. The Association's role in recruitment will remain important, perhaps vital, but as the programs become well-established, the colleges could find less reason to have NABW centrally involved in curriculum decisions. Although NABW wants to continue having a major say in the content of each program, much will depend on the particular individuals representing NABW and on the extent to which NABW delivers applicants to the programs.

Future changes in the curricula of the programs are impossible to anticipate because of conflicting demands of potential and actual participants. Some bank executives, educators and women bankers are highly committed to the combination of liberal arts and management education. On the other hand, some actual and potential participants would like a curriculum more oriented towards the management of financial institutions. Likewise, there is continuing disagreement regarding the extent to which the curriculum should incorporate special training in assertiveness, teaming and other behaviors less common among women aspiring to management positions than among their male counterparts. The responses of the colleges to the resulting tensions will again

depend on the personalities involved in curriculum decisions. In the end, there could be a substantial variation among the curriculums of the Management Degree Programs in different colleges.

The current objective of the NABW Educational Foundation is to solidify the programs at Simmons, Mundelein and Pitzer as well as the new program at Louisiana State University mentioned in Section 2.0. The Foundation also will be developing satellite campuses such as the one at Drake University discussed in Section 8.4.

In order to solidify current programs and prepare for expansion, the Educational Foundation is continuing its publicity campaign with banks and bank women. Many bankers are agreed that there is a substantial potential market for collaborative programs in general management and liberal arts tailored to the special needs of women bankers. However, everyone also is agreed that many men and some women in the industry do not yet see the need for such programs. The popularity of NABW's Career Management Seminar and the Seminar for Male Managers (see Sections 3.1 and 3.2) bodes well for the future. More important perhaps, the Management Degree Program soon will be producing graduates whose effectiveness and career advancement can be observed to help determine the Program's value. These graduates also can be exemplars in promoting the Program to women bankers who are unsure whether to apply. Furthermore, like all industries, banking should be increasingly affected by the growing interest in adult education throughout the nation. Although the NABW Management Degree Program will continue to encounter difficulties, the Program could survive to become a thriving model of collaboration emulated by other associations and industries.

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-- "NABW/Pitzer College Bachelor's Degree Program with Emphasis on Organization and Management" (pamphlet)

-- "New Resources Program of Pitzer College" (pamphlet)

13.0 APPENDIX

13.1 Exhibit A

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13.2 Exhibit B

BEA Information Form

Name of Prospective Student _____

Address _____

Submitted By _____

Date of Interview _____ Date Sent _____

To be completed by Bank Education Advisor after interview.

1. What work experiences has the woman banker had?

2. What educational experiences has she had (workshops, training, institutes, non-credit courses, AIB, banking-related courses)?

3. Why does she want to continue her education?

4. Can she see how her education would relate to her career?

5. How much time will she be able to commit to her education?

6. Has she talked with anyone in her bank about her plans? What were their reactions/comments?

   a) Supervisor

   b) Other bank management

   c) Other people in bank involved in educational programs:
   (How did they get release time/financial assistance?)

continued

BEA INFORMATION FORM

7. BEA recommendation: Other than NABW program or in conjunction with NABW program.

Describe all information given – include names, dates, etc.

a) Career Management Seminar

b) High School Equivalency Program

c) Community College

d) University Program

e) Banking Educational Program

f) Specific People

g) Other:

8. BEA recommendation to NABW program: ☐ NABW Degree Program Application

☐ Regional College Counselor

☐ Other:

9. What follow-up is indicated? (only if referred to NABW program)

10. Have you reviewed the application process with the prospective student?

11. What is the situation in the applicant's bank in reference to release time and financial assistance?

13.3 Exhibit C

Persons Interviewed for this Case Study

David Browder	Associate Professor and Chairperson of Mathematics (Advisory Com.), Simmons College
Anne L. Bryant	Educational Director NABW Educational Foundation
James Carroll	Vice President for Organization & Personnel (NABW National Advisory Board) State Street Bank & Trust Company, Boston
Louise Comeau	Director NABW/Simmons College Management Degree Program
Mary Ann Dennison (student)	Operating Standards Assistant Shawmut Bank of Boston
Margaret Hennig	Director, Graduate Program in Management Simmons College
Margaret Hux (student)	Second Vice President and Training Director First National Bank & Trust Co., Macon, Georgia
Jim Jamieson	Vice President, Pitzer College
Glenn [illegible]nt	Program Development Director American Institute of Banking (AIB), Wash., D.C.
Jerry Katz	Professor of Operations Management (Institute teacher; CPL advisor) Simmons College
Judy Anonymous (student)	Management trainee in a large metropolitan bank
Charles L'Homme	Professor of English (student advisor) Simmons College
Linda Anonymous (student)	Leading Vice President in a metropolitan savings bank
Ann B. Matasar	Director NABW/Mundelein College Management Degree Program
Carroll McCue (student)	Systems Research Officer First National Bank of Boston
Carole Pooler	Director of Continuing Education Simmons College
Isabelle Pound	Assistant Educational Director NABW Educational Foundation
E. Ray Solomon	Dean of the School of Business Florida State University
Rena Wright (student)	Branch Manager First National Bank of Boston